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ABSTRACT

Since 1974, William Rainey Harper College (WRHC) has conducted 12 surveys of students who dropped out after one or more semesters of attendance without having accumulated 48 credit hours. Each spring and fall from fall 1974 to spring 1987, students who had attended WRHC the previous term, but who were not enrolled for the current term, were surveyed regarding their employment status, educational achievement, reasons for leaving WRHC, and evaluation of various aspects of their experience at the college. A total of 2,255 students were surveyed, in samples ranging from 97 to 316 students, with an overall average response rate of 70.6%. Consolidation of the data from these surveys identified the following findings and trends: (1) the percentage of dropouts who eventually returned to WRHC declined dramatically over the 12-year period, from 35% of the 1974-76 students to only 11% of the 1986 group; (2) the students who did return earned an average of another nine credit hours; (3) the reason most frequently cited by the 1986 respondents for leaving WRHC was that their educational goals had been achieved, although job pressures and transferring to another college were also common explanations; (4) the importance of job pressures as a factor in stopping out seemed to fluctuate with the economic conditions in the state; (5) students who transferred to another college earned an average grade point average of 3.25; however, only 20% of these students were able to transfer all of the credits earned at WRHC; and (6) 80% of the stopouts were employed full time after leaving WRHC. The survey instrument and selected comments are attached. (ALB)

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Office of Planning and Research

William Rainey Harper College

FOLLOW-UP STUDY OF STUDENTS WHO STOPPED OUT 1974-1986

Volume XVIII, No. 1
August 15, 1989

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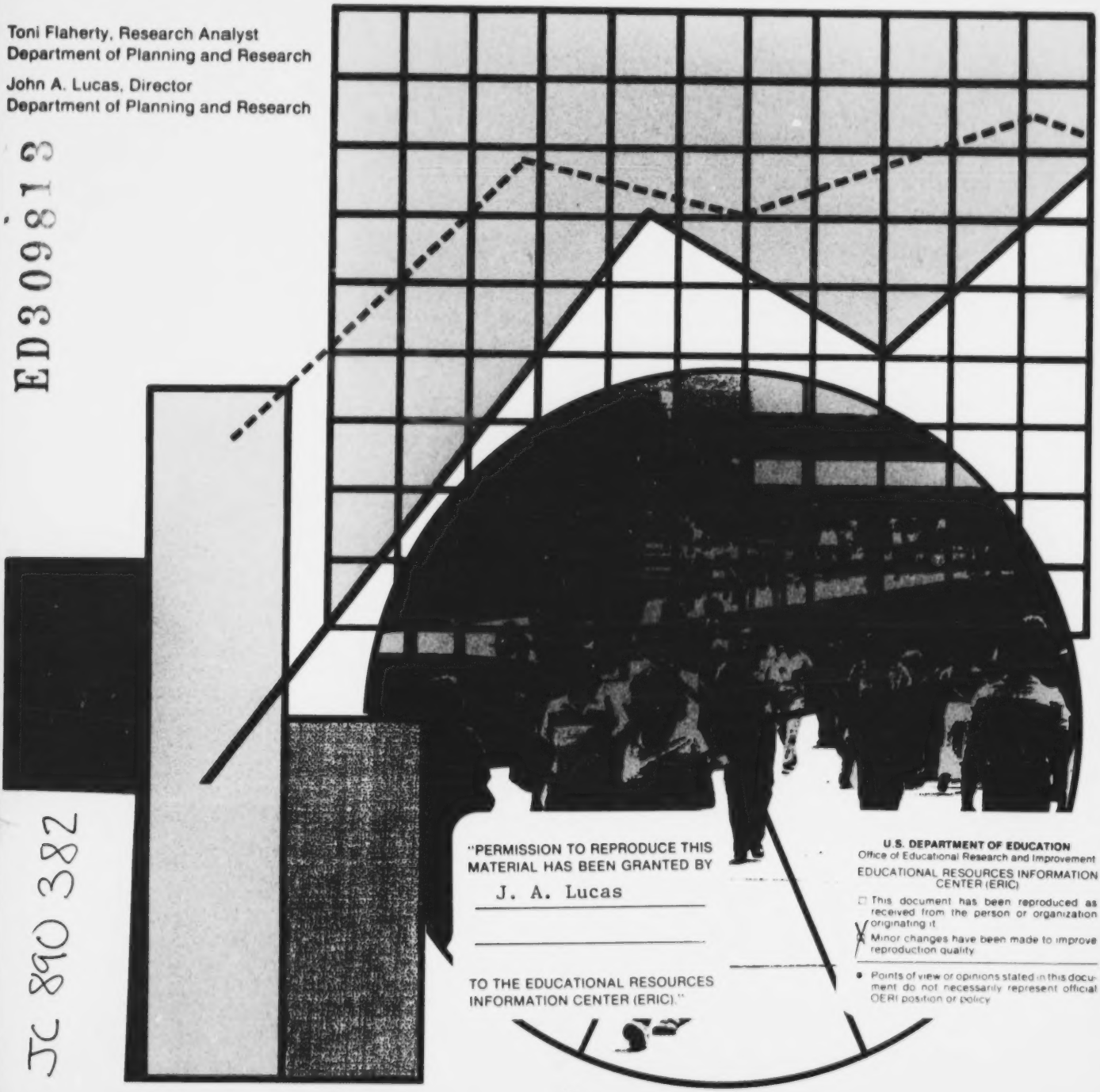

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ABSTRACT

THE PURPOSE OF THIS REPORT WAS TO CONSOLIDATE THE DATA FROM TWELVE DIFFERENT STUDIES WHICH HAD BEEN CONDUCTED SINCE 1974 CONCERNING STOPOUTS. THESE STUDIES SURVEYED STUDENTS WHO, AFTER ATTENDING HARPER FOR ONE SEMESTER OR MORE, FAILED TO ATTEND HARPER DURING A PARTICULAR SEMESTER BEFORE COMPLETING 48 OR MORE CREDIT HOURS. THESE TWELVE STUDIES SURVEYED 2,255 STUDENTS AND ACHIEVED AN AVERAGE RESPONSE RATE OF 70 PERCENT. SURVEY DATA WAS SUPPLEMENTED BY STUDENT RECORD DATA ON EACH OF THESE STUDENTS.

THE PERCENTAGE OF STOPOUTS WHO RETURN TO HARPER HAS DECLINED DRAMATICALLY OVER THE YEARS FROM 35 PERCENT AMONG THE 1974-1976 STOPOUTS TO ONLY 11 PERCENT AMONG THE MOST RECENT 1986 STOPOUTS. AFTER RETURNING, STUDENTS AVERAGE ANOTHER 9 CREDIT HOURS AT HARPER.

THE MOST FREQUENTLY CITED REASON FOR LEAVING HARPER GIVEN BY THE 1986 STOPOUTS WAS THAT THEIR EDUCATIONAL GOALS WERE COMPLETE. ONE-FOURTH OF THE 1986 STOPOUTS CITED THIS REASON, MAKING THE RESPONSE EQUAL TO THE 1980-81 STOPOUT GROUP BUT MORE THAN TWICE AS FREQUENTLY AS PREVIOUS STOPOUT GROUPS. THE SECOND MOST FREQUENTLY GIVEN REASON BY THE 1986 STOPOUTS WAS JOB RELATED (JOB PRESSURES, NEW JOB, PROMOTIONS). TRANSFERS TO ANOTHER COLLEGE CONTINUE TO BE ANOTHER MAJOR FACTOR FOR STOPOUTS.

IN GENERAL, STOPOUTS WHO TRANSFER DO WELL WHEN COMPARED TO OTHER GROUPS. WHEN EMPLOYED, THEY HAVE BETTER JOBS BUT THE WORK IS LESS RELATED TO THEIR COURSE WORK WHEN COMPARED TO CAREER ALUMNI WHO HAVE TAKEN MUCH MORE COURSE WORK IN SPECIFIC CAREER FIELDS AT HARPER.

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Purpose

The purpose of this report was to consolidate the data from twelve different studies which had been conducted since 1974 concerning stopouts. These individual studies surveyed students who, after attending Harper for one semester or more, failed to attend Harper during a particular semester before completing 48 or more credit hours. A report published six years prior to this has been updated by including the most recent survey of 1986-1987 stopouts.

Population Surveyed

The following quasi-random samples of students who had accumulated less than 48 hours of credit were surveyed:

Sample Number	Sample Size	Credit Hours Accumulated Before Stopping Out	Semester Attended Harper	Semester Student Failed to Return to Harper
1	233	15 hrs. or under	Spring, 1974	Fall, 1974
2	205	16 hrs. - 47 hrs.	Spring, 1974	Fall, 1974
3	205	15 hrs. or under	Fall, 1974	Spring, 1975
4	210	16 hrs. - 47 hrs.	Fall, 1974	Spring, 1975
5	97	15 hrs. or under	Spring, 1975	Fall, 1975
6	100	16 hrs. - 47 hrs.	Spring, 1975	Fall, 1975
7	100	15 hrs. or under	Fall, 1975	Spring, 1976
8	99	16 hrs. - 47 hrs.	Fall, 1975	Spring, 1976
9	290	47 hrs. or under	Spring, 1978	Fall, 1978
10A	148	15 hrs. or under	Spring, 1980	Fall, 1980
10B	52	16 hrs. - 47 hrs.	Spring, 1980	Fall, 1980
11A	115	15 hrs. or under	Fall, 1980	Spring, 1981
11B	85	16 hrs. - 47 hrs.	Fall, 1980	Spring, 1981
12A	150	15 hrs. or under	Fall, 1986	Spring, 1987
12B	166	16 hrs. - 47 hrs.	Fall, 1986	Spring, 1987

Population Surveyed (continued)

After an appropriate follow-up effort these return rates were obtained from each sample:

Sample Number	Mail Responses N	Mail Responses PCT	Telephone Responses N	Telephone Responses PCT	Total Responses N	Total Responses PCT
1	71	30.5	101	43.3	172	73.8
2	70	34.2	87	42.4	157	76.6
3	64	31.2	91	44.4	155	75.6
4	90	42.8	72	34.3	162	77.1
5	30	30.9	23	23.7	53	54.6
6	31	31.0	32	32.0	63	63.0
7	26	26.0	44	44.0	70	70.0
8	29	29.3	45	46.4	74	74.7
9	84	29.0	110	37.9	194	66.9
10	71	35.5	72	36.0	143	71.5
11	56	28.0	91	45.5	147	73.5
12	86	27.2	115	36.4	201	63.6
Total	708	31.4	883	39.2	1591	70.6

Sample Number	Non-For-Wardable N	Non-For-Wardable PCT	Unable to Reach By Telephone N	Unable to Reach By Telephone PCT	Refused To Answer N	Refused To Answer PCT	Total Non-Responses N	Total Non-Responses PCT
1	25	10.7	36	15.5	0	0	61	26.2
2	16	7.8	32	15.6	0	0	48	23.4
3	8	3.9	27	13.2	15	7.3	50	24.4
4	15	7.2	33	15.7	0	0	48	22.9
5	16	16.5	23	23.7	5	5.2	44	45.4
6	13	13.0	20	20.0	4	4.0	37	37.0
7	8	8.0	21	21.0	1	1.0	30	30.0
8	8	8.1	17	17.2	0	0	25	25.3
9	32	11.0	61	21.1	3	1.0	96	33.1
10	21	10.5	36	18.0	0	0	57	28.5
11	11	5.5	40	20.0	2	1.0	53	26.5
12	20	6.3	66	20.9	29	9.2	115	36.4
Total	193	8.5	412	18.3	59	2.6	664	29.4

Sample Number	Grand Total N	Grand Total PCT
1	233	100.0
2	205	100.0
3	205	100.0
4	210	100.0
5	97	100.0
6	100	100.0
7	100	100.0
8	99	100.0
9	290	100.0
10	200	100.0
11	200	100.0
12	316	100.0
Total	2255	100.0

Just over a 70 percent response rate was obtained from those various stopout surveys conducted between 1974-1987. This response rate is very satisfactory for this type of study.

Method

The survey forms shown in the appendix were developed by the Office of Planning and Institutional Research and were mailed to the target population. The survey asks the students about their present employment status, their educational achievement, the reasons they left Harper and their evaluation of various aspects of Harper. In each of these surveys the first mailing was conducted approximately one year after the students had interrupted their education at Harper. About three weeks after the original mailing a second survey was sent to non-respondents. After another three weeks those still not responding were surveyed by telephone.

In addition to the survey information, data from student records at Harper College was gathered on student groups one through nine. Data was gathered through the spring of 1983 for the 1980-1981 Stopout Survey. Data was gathered through the spring of 1988 for the 1986 Stopout Survey.

Discussion of Results

In comparing the latest 1986 group with previous stopouts, once again there were some big changes in the reasons students stop out. The major reason, however, continues to be completed educational goals, as in the 1980-1981 group last surveyed. Job pressures as a reason for stopping out increased from 9 percent in the 1980-1981 group to 22 percent in the 1986 group. Since job pressures as a factor for stopping out fluctuates with the economic conditions, the improved state of the economy in 1986 as compared to the bad economic environment of 1981 explains why this reason is cited more often. Transferring to another college continues to be a significant reason for stopping out; however, it has decreased slightly from 20 percent in 1980-81 group to 18 percent for this group. Also very few among this group stopped out because courses were not offered at convenient times (0.6% vs. 9% previously reported). This 1986 group was less likely to stop out due to personal or family problems and more likely to stop out because Harper's courses did not interest them or did not relate to their goals.

Students who choose to leave Harper for transfer reasons appear to do very well. These students earn about 3.25 average GPA (B average) at their new college which is slightly above the average of past studies. However, only 20 percent of these stop-outs successfully transferred 100 percent of the courses taken at Harper as compared to 50-75 percent who transferred all courses in past studies. Interestingly, over half (52%) of the 1987 transfer alumni transferred 100 percent of the courses taken at Harper.

The primary purpose in enrolling at Harper for 31 percent of the 1986 stopouts was to take courses for their own interest. This is significantly higher than previous studies. Almost 20 percent enrolled at Harper to earn an associate degree and then transfer and 19 percent took courses to upgrade job skills.

About 80 percent of the stopouts are employed full time after leaving Harper and only 1.7 percent are unemployed and not enrolled in college. Only 18 percent of the stopouts found their jobs on their own, as compared to over 40 percent in past stopout studies. Also only 6 percent were working on the same job as when they entered Harper. For the 1980-81 study, almost 32 percent had the same job. The major methods by which this 1986 stopout group found their jobs were friends or relatives (24%) and newspaper ads (29%).

When looking at the relationship between courses taken at Harper and the job, one finds that 35 percent of the stopouts are working in areas closely related to their course work as compared to 66 percent for career alumni. This discrepancy would be expected as the alumni group has invested a lot more time in their course work. About 38 percent of the stopouts permanently supervise other people as opposed to only 30 percent of the career alumni. The average salary for 1986 stopouts was $25,000 which compared to an average salary of $19,800 for the 1986 career alumni.

Discussion of Results (continued)

Several trends continue regarding the employment situation of stopouts. The employment status remains close to the beginning professional level. In the past this level was slightly higher than employment status of career alumni. But over the past 6 years the status level of career alumni has risen to match the stopout level.

Secondly, jobs are increasingly perceived as more permanent. For example, among the 1973-74 stopouts only 53 percent perceived their job as permanent. The previous survey of 1980-81 stopouts show 69 percent perceived their job as permanent while among the 1986 stopouts 78 percent perceived their job as permanent. In short, stopouts continue to have better jobs which are less related to their course work than is the case for career alumni.

When asked to identify how well Harper prepared stopouts for employment, these students indicated they were best prepared in communication skills, followed closely by specific job knowledge. However, the rating for these skills were two-thirds between "no help" and "some help". Stopouts indicated being least prepared for job search skills which has continued to receive the lowest rating over the years. In general, career alumni indicate they were helped much more in these areas than were the stopouts as one would expect with a larger educational investment made by the alumni. This stopout group indicated the courses in which the enrolled were more beneficial than did the 1978 and the 1980-81 stopouts. Among the 1986 stopouts, the most beneficial course areas were business, math, data processing, psychology, English and accounting.

These students who interrupted their education at Harper were asked to describe their college experiences while on the Harper campus. The vast majority (81%) reported they did not change their educational goals as a result of attending Harper. Almost 41 percent of the 1986 stopouts had a specific major field as compared to 57 percent of the 1980-81 stopouts, while 48 percent of the 1986 stopouts stated they did not need a major field. Only 31 percent of the 1980-81 stopouts did not need a major field. As in previous stopout studies, 11 percent said they were searching for a field.

The majority of stopouts have no opinions about the value of counseling or of the academic advice given by faculty. Among those who do have an opinion, most were positive centering around "being somewhat helpful."

The most recent stopouts (1986 and 1980-81) were much more likely to be employed full time while attending Harper (69-1/2% and 61-1/2%, respectively) than were previous stopouts (47-1/2%). Only about one-third of these employment situations were related to the student's course work at Harper. As is the case among all groups of students, participation in extra curricular activities has been declining over the years. Only 3-1/2 percent of the 1986 stopouts participated in any extracurricular activities. Similarly, hours spent on informal activities on campus has also declined over the years. Concerts continue to be the student activity most attended by stopouts when they were enrolled at Harper. Guest speakers also proved beneficial to this group of students. When rating the overall services or activities offered at Harper College, the admissions program, student activities, records and registration and the Learning Resource Center were most cited with a very good or higher rating. Almost half of the stopouts used the Learning Resource Center and 44 percent found it to be helpful. The Financial Aid Office was used by 8-1/2 percent of the stopouts and they were satisfied with the service they received.

The 1986 stopouts were also surveyed on their academic computer usage. About one-third of this group said they used computers at Harper mostly for data processing courses. The terminals most frequently used were located in the micro-lab in Building J and the main frame terminals in Building I. Over one-fifth had stated they had problems getting access to terminals due to over crowding, while two-thirds of those using terminals said it helped them in their jobs and enhanced their computer skills.

Discussion of Results (continued)

Another phase of the study examined what portion of the stopouts returned to Harper after a two-or three-year period and then looked at how many hours they accumulated after returning. Surprisingly, return rates for stopouts are independent of the hours accumulated before stopping out. Therefore, students with 15 credit hours or less who stop out are just as apt to return as students with more than 15 credit hours at the time of stopping out. However, the trend of return rates continues to decline. Among the 1978 stopouts, 24 percent returned, while 15 percent returned from the 1980-81 stopouts, and only 11 percent returned from the 1986 stopouts.

One reason for this low percentage could be that 42 percent of the stopouts left Harper to transfer or because their educational goals were complete. One would not expect these students to return. Students who do return average another nine credit hours at Harper.

Major Conclusions

The percentage of stopouts who return to Harper has declined dramatically over the years from 35 percent among 1974-1976 stopouts to only 11 percent among the most recent 1986 stopouts. After returning, students average another nine credit hours at Harper.

The most frequently cited reason for leaving Harper given by the 1986 stopouts was that their educational goals were complete. One-fourth of the 1986 stopouts cited this reason, making the response equal to the 1980-81 stopout group but more than twice as frequently as previous stopout groups. The second most frequent reason given by the 1986 stopouts were job related - job pressures, new job, promotion. Transfers to another college continue to be another major factor for stopouts.

In general, stopouts who transfer do well when compared to other groups. When employed they have better jobs but the work is less related to their course work when compared to career alumni who have taken much more course work n specific career fields at Harper.

SURVEY OF STUDENTS ENROLLED ONE SEMESTER BUT
NOT ENROLLED THE FOLLOWING SEMESTER

Primary purpose in enrolling at Harper	Year students stopped out 1974 1975	1975 1976	1978	1980 1981	Fall 1986
Prepare for external certification	0	0	0	1.4	.5
Earn an associate degree and transfer	16.5	15.3	20.1	12.4	19.6
Earn as associate degree in a career field	16.1	18.8	15.5	17.3	10.0
Earn a certificate in a career field	7.3	9.0	6.7	7.8	5.5
Take some courses and transfer	21.6	13.4	23.7	11.6	2.5
Take some courses to upgrade job skills	14.2	13.0	22.2	23.6	18.9
Search for education and career goals	8.7	13.0	3.6	8.8	12.4
Take courses for own interests	15.6	17.5	8.2	17.1	30.6
Total	100.0	100.0	100.0	100.0	100.0
Number of responses	646	261	194	290	201
Status of major field					
Had a specific major field			60.8	57.1	40.8
Did not need a major field			28.4	31.1	48.3
Was searching for a major field			10.8	11.8	10.9
Total			100.0	100.0	100.0
Number of responses			194	289	201
Primary status while at Harper College					
Full time	43.0	40.8		21.0	
Part time	57.0	59.2		79.0	
Total	100.0	100.0		100.0	
Number of responses	646	261		290	

Major Fields	Year Students Stopped Out 1978	1980 1981	1986
Business Transfer	17	24	10
Data Processing	5	17	9
Accounting	6	10	9
Engineering	4	5	6
Liberal Arts	4	6	4
Interior Design	1	5	4
Nursing	3	8	3
Refrigeration and Air Conditioning	2	5	3
Food Service Management	2	1	3
Material Management	1	9	2
Child Development	2	5	2
Education	1	4.5	2
Biology	1	2	2
Mechanical Engineering Tech and Numerical Control	-	2	2
Banking, Finance and Credit	1	1	2
Dental Hygiene	1	0	2
Secretarial Science	4	6	1
Art and Fine Arts	5	4	1
Legal Technology	3	4	1
Fire Science	-	4	1
Science	1	3	1
Music	-	2.5	1
English Literature	-	2	1
Math	-	2	1
Speech and Communication	-	1	1
General Studies	1	0	1
Chemistry	1	0	1
Political Science	1	0	1
Biochemistry	0	0	1
History	0	0	1
Criminal Justice	6	6	0
Journalism	-	3	0
Electronics	6	2	0
Real Estate	4	2	0
Supervisory and Administrative Management	3	2	0
Psychology	-	2	0
Dietetic Technician	3	1	0
Medical Office Assistant	3	1	0
Medical Laboratory Technician	2	1	0
Architecture - Technology	2	1	0
Park and Grounds Management	2	1	0
Physical Education	1	1	0
Fashion Design	1	1	0
Occupational Therapy	-	1	0
Interpreting for the Deaf	-	1	0
Horticulture	2	0	0
Public Administration	1	0	0
Operating Room Technician	1	0	0
Marketing Mid-Management	3	5	-

Present Status	Year Students Stopped Out 1974 1975	1975 1976	1978	1980 1981	1986
Employed FT, not enrolled in college	50.3	50.9	61.9	56.6	71.1
Employed FT, enrolled in college PT	8.2	12.3	7.2	8.6	10.0
Employed FT, enrolled in college FT	2.0	.8	2.6	1.7	1.0
Enrolled in college FT, employed PT	7.3	5.7	3.6	5.2	1.0
Enrolled in college FT, not employed	12.6	13.0	10.8	11.1	3.0
Enrolled in college PT, employed PT	1.2	1.9	1.6	1.7	0
Employed PT, not enrolled in college	4.4	5.0	3.6	4.5	5.5
Enrolled in college PT, not employed	1.2	1.5	2.1	.7	2.5
Armed Forces	1.2	.8	.5	.3	0
Unemployed, not enrolled in college, but seeking employment	4.0	.4	1.5	2.4	.5
Homemaker	6.5	6.9	4.1	6.2	4.2
Unemployed or not enrolled in college for other reasons	1.1	.8	.5	1.0	1.2
Total	100.0	100.0	100.0	100.0	100.0
Number of Responses	646	261	194	290	201

Educational Goals	Year Students Stopped Out 1974 1975	1975 1976	1978	1980 1981	1986
Presently enrolled in college FT	22.0	19.5	17.0	18.0	4.0
Presently enrolled in college PT	10.7	15.7	10.8	11.0	11.0
Plan to return next year at Harper	{		20.6	6.2	{
Plan to return next year at another college	{28.5 {	20.7	11.9	4.5	{20.4 {
Plan to return some day	16.7	22.6	15.5	14.1	31.8
Enrolled in a training program	1.8	.4	6.2	8.3	.5
No plans to continue	{14.1	13.0	.5	.3	{18.9
Have completed educational plans	{		4.6	8.3	{
Plans unknown	6.2	8.1	12.9	29.3	13.4
Total	100.0	100.0	100.0	100.0	100.0
Number of Responses	646	261	194	290	201

Satisfaction with Present Educational Goals				
Satisfied	74.3	74.7	73.1	79.2
Not Satisfied	11.4	12.6	9.3	8.3
Not Sure	14.3	12.7	17.6	12.5
Total	100.0	100.0	100.0	100.0
Number of Responses	642	261	193	288

Harper's Educational Value	Year Students Stopped Out 1974 1975	1975 1976	1978	1980 1981	1986
Beneficial on job	41.4	40.5	36.3	39.0	39.8
Beneficial if I resume education	{32.7	{34.5	24.0	20.0	23.5
Beneficial at present college	{	{	16.7	17.1	8.2
Gained greater appreciation of life	15.5	15.5	13.7	19.2	22.6
Harper was of little benefit	10.4	9.5	9.3	17.4	5.9
Total	100.0	100.0	100.0	100.0	100.0
Number of Responses	634	258	204	287	221
Major Reason for not Returning					
Completed educational goals	12.6	9.0	5.7	24.2	24.1
New job, promotion, job pressures	12.5	20.7	24.7	9.0	22.2
Transferred to another college	13.2	12.3	22.2	19.7	17.8
Moved out of Harper's district	4.0	3.8	5.2	4.5	7.8
Harper offered nothing further	5.8	6.6	7.7	2.1	6.0
Family responsibilities	7.5	6.5	5.1	6.4	4.6
Financial Problems	7.4	6.0	3.1	6.2	4.0
No relationship between student's	2.7	2.7	2.0	.7	2.5
Became frustrated with program	-	-	-	-	1.8
Ineffective teacher	3.1	1.1	-	2.8	1.4
Illness or accident	1.1	2.2	.6	.7	1.3
Taking an educational break	-	1.1	-	1.0	1.0
Inadequately prepared for college	.9	1.1	-	0	1.0
Personal Problems	5.2	4.6	1.6	4.2	.7
None of the courses were offered	4.7	4.6	6.2	9.0	.6
Courses desired were canceled/filled	1.8	1.9	1.1	1.4	.6
Still attending Harper	-	-	-	-	.6
Marriage	2.9	2.5	2.1	3.2	.5
Educational goals were not	4.2	3.3	4.6	2.6	.5
Active or reserve duty/armed forces	.2	1.1	.5	.3	.5
Academic problems/took too have a load at a convenient time for student well defined of interest	.9	.5	-	0	.5
Study effort was too unorganized goals/courses at Harper	4.0	1.6	2.6	.7	0
Transportation problems	.7	1.1	1.0	.4	0
Courses were too difficult at Harper	.2	-	.5	.3	0
Dissatisfied with Harper	-	-	-	.3	0
Problem getting courses approved at work	-	-	-	.3	0
Was not challenged at Harper	1.6	.5	1.0	0	0
Awaiting acceptance in specific program	1.1	.8	1.0	0	0
Was not aware of registration time	1.2	1.9	.5	0	0
Community responsibilities	.1	-	.5	0	0
Vacation or travel	-	1.1	.5	0	0
Problems with counseling	.4	.3	-	0	0
Total	100.0	100.0	100.0	100.0	100.0
Number of responses	553	367	194	289	200

EMPLOYMENT

Present Position	Year Students Stopped Out 1974 1975	1975 1976	1978	1980 1981	1986
Temporary until education is finished	22.3	15.7	32.0	12.3	4.5
Temporary until other goal met	20.4	21.1	12.2	18.5	17.5
Permanent job position	57.3	63.2	55.8	69.2	78.0
Total	100.0	100.0	100.0	100.0	100.0
Number of responses	475	201	156	227	177

Self-employment Status	1978	1981	1986
Self employed full time	5.8	6.6	9.1
Self employed part time	5.8	2.7	4.5
Not self employed	88.4	90.7	86.4
Total	100.0	100.0	100.0
Number of responses	156	226	176

Classification of Present Occupation	1986
Business or Finance	19.8
Office/Clerical	16.1
Sales	12.6
Engineering/Related Technology	10.7
Educational	5.8
Computer Field	5.8
Trades	5.3
Retail Store Sales	4.0
Factory/Semiskilled	4.0
Medical Fields	3.1
Legal, Governmental or Political	2.8
Transportation	2.8
Food Service	2.4
Service	1.7
Unskilled Labor/Custodial	1.1
Art or Humanities	1.1
Scientific	.6
Police/Fire/Security	.3
Social or Religious	0
Communications or Entertainment	0
Agricultural or Environmental	0
Total	100.0
Number of Responses	177

Present Employment Status	Index	Year Students Stopped Out 1974-1975	1975-1976	1978	1980-1981	1986
Unskilled Labor	1	6.3	5.5	5.2	1.8	4.0
Semiskilled Labor	2	24.4	19.2	19.5	10.7	20.0
Technician/Skilled Labor or Foreman	3	23.6	19.8	20.8	23.6	15.4
Beginning Professional	4	28.6	37.0	27.9	38.3	33.7
Experienced Professional or Second Line Supervision	5	15.0	17.5	26.0	23.7	23.2
Researcher or Middle Management	6	1.7	.5	0	1.0	1.4
Vice President Level or Higher	7	.4	.5	.6	.9	2.3
Total		100.0	100.0	100.0	100.0	100.0
Number of Responses		475	200	154	224	175
Mean Employment Status Index		3.28	3.45	3.53	3.78	3.65

Relatedness of Present Job to Major Field Prepared for at Harper	Index					
Identical	3	16.2	25.0	25.8	9.7	11.6
Closely Related	2	21.3	17.0	12.9	29.5	23.1
Somewhat Related	1	20.6	16.5	20.0	25.8	28.0
Not Related	0	41.9	41.5	41.3	35.0	37.3
Total		100.0	100.0	100.0	100.0	100.0
Number of Responses		475	200	155	227	173
Mean Relatedness Index		1.12	1.26	1.23	1.14	1.09

Management/Supervisory Experience	Year Students Stopped Out 1978	1980-1981	1986
Manage over 20 people	7.7	5.8	6.3
Manage 11-20 people	4.5	4.0	3.4
Manage 5-10 people	16.1	9.4	10.8
Manage 1- 4 people	20.7	21.6	17.6
Occasionally manage others	21.3	21.7	17.0
Never manage others	29.7	37.5	44.9
Total	100.0	100.0	100.0
Number of Responses	155	224	176
Mean number managed	4.5	3.4	3.4

Degree to Which Student Was Prepared by Harper	Year Students Stopped Out 1978 N	1978 MR*	1980 1981 N	1980 1981 MR*	1986 N	1986 MR*
Communication Skills	56	.66	85	.94	162	.68
Greater Appreciation of Life	56	.61	80	.80	--	--
Specific Job Knowledge	56	.66	86	.79	163	.66
Maturity and Self Confidence	56	.57	82	.77	161	.54
Managerial Skills	56	.54	82	.61	158	.40
Technical Job Skills	56	.36	84	.58	164	.58
Job Search Skills	56	.29	78	.49	156	.25
Written Communication Skills					163	.58
Verbal Communication Skills					161	.60
Person-to-Person Communication Skills					161	.54
Other Skills Mentioned						
Widen horizons	1	2.00				
Build Confidence	1	2.00				
Develop College Experience	1	2.00				
Respect Others More			1	2.00		
Understanding of Customers			1	2.00		
Broader perspective of Business			1	1.00		
Mental Stimulation			1	1.00		
Improve Concentration					1	2.00

*Mean Rating -- 2 = Harper Helped Considerably
1 = Harper Helped Somewhat
0 = Harper Did Not Help At All

Salary Ranges	Year Students Stopped Out 1974 1975	1975 1976	1978	1980 1981	1986
Under $3,328	.3	0	2.1	0	{
$ 3,328 - $ 4,159	1.4	.7	1.4	.5	{ 1.4
$ 4,160 - $ 4,999	3.4	.7	4.2	.5	{
$ 5,000 - $ 6,999	14.7	11.3	4.9	2.4	{
$ 7,000 - $ 8,999	23.1	19.9	14.1	4.3	1.4
$ 9,000 - $ 9,999	6.5	11.4	7.7	1.0	1.8
$10,000 - $11,999	15.2	14.9	14.1	8.2	1.4
$12,000 - $14,999	16.1	22.7	20.5	22.7	9.3
$15,000 - $19,999	14.1	11.3	16.9	27.0	23.6
$20,000 - $24,999	3.7	5.0	7.1	15.5	20.0
$25,000 - $29,999	-	-	4.9	6.3	16.4
$30,000 - $34,999	1.4	2.1	0	6.7	{15.0
$35,000 - $40,000	-	-	1.4	3.4	{
$40,000 - $49,999	-	-	.7	1.0	5.4
$50,000 - $59,999	-	-	-	0	{ 4.3
$60,000 - $69,999	-	-	-	0	{
$70,000 - and up				.5	
Total	100.0	100.0	100.0	100.0	100.0
Mean Salary	$11,140	$11,850	$13,507	$18,796	$25,050
Median Salary	$10,074	$10,810	$12,207	$16,964	$22,765
Number of Responses	354	141	142	207	140

Geographic Location of Work	Distance Index					
Downtown Chicago	2	7.4	9.2	5.2	5.3	7.9
Outer fringes of Chicago	1	9.2	6.8	9.1	6.1	4.5
Harper District	0	53.7	68.0	71.4	72.4	52.0
Other Chicago Suburbs	1	17.7	7.5	11.0	9.8	24.3
Within 40-100 miles of Chicago	3	6.1	2.0	.7	2.3	4.0
In Illinois more than 100 miles of Chicago	4	2.3	2.5	1.3	.9	0
Outside Illinois	5	3.6	4.0	1.3	3.2	7.3
Total		100.0	100.0	100.0	100.0	100.0
Mean Distance Index		.87	.66	.44	.53	.93
Number of Responses		475	200	154	226	177

Method by Which Student Found Job	Year Students Stopped Out		
	1978	1980 1981	1986
Found job all on own	41.9	44.4	17.6
Working at same job as when entered Harper	21.9	31.6	6.1
Friend or relative helped	15.8	8.0	23.7
Newspaper ads	13.2	14.2	28.9
Employment Agency	3.9	-	7.5
Professional bulletin	.7	-	-
Harper Placement bulletin	.7	-	-
Career coordinator or faculty member	.7	1.8	1.2
In Harper class	.6	-	0
Job sought me out	.6	-	2.9
Self employed/family business	-	-	4.6
Illinois Job Service	-	-	1.2
Previous Employer	-	-	1.7
Temporary Employment Service	-	-	1.7
Placement office at other college or school	-	-	2.9
Total	100.0	100.0	100.0
Number of Responses	155	225	173

EDUCATION

College Presently Attending	Year Students Stopped Out 1974 1975	1975 1976	1978	1980 1981	1986
Harper*	17.0	36.3	25.9	22.6	12.5
Northern Illinois University	10.8	18.7	5.6	14.3	3.1
Western Illinois University	3.3	4.4	7.4	7.1	0
University of Illinois/Champaign	3.8	3.3	5.6	1.2	3.1
Illinois State University	3.3	1.1	3.7	4.8	0
University of Illinois/Circle	6.1	1.1	1.9	0	3.1
Southern Illinois University	3.3	4.4	1.9	1.2	3.1
Loyola University	2.4	0	0	1.2	0
Roosevelt University	.9	0	0	9.5	12.5
Northeastern Illinois University	5.7	1.1	0	7.1	3.1
Eastern University	1.4	3.3	0	1.2	0
DePaul	-	-	-	-	6.3
Other	42.0	26.3	48.1	29.8	53.2
Total	100.0	100.0	100.0	100.0	100.0
Number of Responses	212	91	54	84	32

*Those returning to Harper after being away one semester

Class Level					
Freshman	16.5	11.6	9.3	11.9	21.9
Sophomore	32.1	26.7	59.2	28.6	31.2
Junior	33.5	29.2	20.4	17.9	15.6
Senior	10.8	26.7	1.8	32.1	12.5
Graduate or Professional School	7.1	3.5	5.6	5.9	9.4
Unclassified	0	2.3	3.7	3.6	9.4
Total	100.0	100.0	100.0	100.0	100.0
Number of Responses	212	86	54	84	32

Relatedness of Present Major to Major At Harper					
Identical	33.8	55.5	46.1	25.0	45.2
Closely related	24.2	17.8	17.3	33.7	12.9
Somewhat related	23.6	13.4	13.5	22.5	12.9
Not related	18.4	13.3	23.1	18.8	29.0
Total	100.0	100.0	100.0	100.0	100.0
Number of Responses	207	90	52	--	31

Present Major Field - 1986	
Biological Science	- 3.9
Business	- 35.4
Education	- 6.9
Engineering	- 14.7
English/Literature/Speech	- 5.9
Humanities and Liberal Arts	- 2.9
Mathematics	- 1.0
Medical Field	- 8.8
Psychology	- 5.9
Other Social Science	- 2.9
Computer Science	- 5.9
Automotive Technician	- 2.9
Undecided	- 2.9
Total	100.0
Number of Responses	34

Portion of courses transferred to new college	Year Students Stopped Out 1974 1975	1975 1976	1978	1980 1981	1986
0 - 20 percent	9.0	3.5	{	{	20.0
20 - 40 percent	3.4	0	{	{	3.3
40 - 60 percent	2.8	7.0	{	{	10.0
60 - 80 percent	4.0	1.8	{	{	13.4
80 - 90 percent	9.6	1.8	{44.6	{22.8	30.0
All but 2 or 3	9.6	7.0	{	{	3.3
All but 1	11.3	12.3	{	{	0
100 percent	50.3	66.6	55.4	77.2	20.0
Total	100.0	100.0	100.0	100.0	100.0
Number of Responses	177	57	--	57	30
Mean Percent	83.7	91.1	--	--	66.0

Credit hours not accepted for transfer		
18 or more credit hours	6.4	1.8
15 - 17 credit hours	2.1	0
12 - 14 credit hours	0	3.5
9 - 11 credit hours	2.1	3.5
6 - 8 credit hours	6.4	3.5
3 - 5 credit hours	21.2	8.8
1 or 2 credit hours	6.4	1.7
Transferred all credit hours	55.4	77.2
Total	100.0	100.0
Number of Responses	47	57
Mean credit hours	4.4	1.8

Cumulative GPA at new college	Year Students Stopped Out 1974 1975	1975 1976	1978	1980 1981	1986
3.7 - 4.0	17.7	20.0	12.5	16.7	15.6
3.3 - 3.6	10.6	13.3	31.2	11.1	37.5
2.9 - 3.2	26.3	29.3	20.8	30.6	31.3
2.5 - 2.8	23.7	20.0	14.6	22.2	6.3
2.1 - 2.4	9.6	8.0	14.6	9.7	3.1
1.7 - 2.0	11.1	9.4	4.2	8.3	6.2
Less than 1.7	1.0	0	2.1	1.4	0
Total	100.0	100.0	100.0	100.0	100.0
Number of Responses	198	75	48	72	32
Average GPA	2.95	3.05	3.05	2.97	3.25

RATING OF COURSES TAKEN AT HARPER
Courses Rated by at Least Four Former Students

Course	Year Students Stopped Out 1973-1974 Number of Ratings	Average Rating	1974-1975 Number of Ratings	Average Rating	1975-1976 Number of Ratings	Average Rating
Journalism	6	.83	7	1.57	2	3.00
Industrial and Retail Security					1	3.00
Nursing	0	0	6	2.50	3	2.66
Legal Technology	9	1.78	9	2.55	5	2.40
Real Estate	6	2.00	15	2.13	3	2.33
Speech	20	1.90	32	2.12	29	2.31
Biology	29	1.66	54	1.51	31	2.22
Clerical					6	2.16
Education	5	2.40	18	1.88	7	2.14
Physical Education	18	1.94	19	2.47	14	2.14
Psychology	54	1.85	113	2.12	54	2.12
Botany	0	0	10	1.60	10	2.10
Chemistry	14	1.14	22	1.77	15	2.06
Air Condition and Refrigeration	4	1.25	11	1.90	1	2.00
Architecture	4	1.75	7	1.42	2	2.00
Art	18	1.22	27	1.74	7	2.00
Criminal Justice	0	0	15	1.73	2	2.00
Electronics	6	1.17	6	1.83	4	2.00
Food Service Mngmt.	0	0	5	2.80	3	2.00
Geology	6	1.33	22	2.09	8	2.00
Marketing	8	1.38	17	1.47	7	2.00
Numerical Control	4	1.75	2	2.50	3	2.00
Oper. Room Technician	0	0	2	1.50	1	2.00
Secretarial Science	6	2.17	33	2.03	8	2.00
Supervisory and Adm. Management	4	2.00	21	1.80	7	2.00
Cooking					1	2.00
Heating Service					1	2.00
Municipal & Gov't. Management					2	2.00
Human Potential Sem.					2	2.00

RATING OF COURSES TAKEN AT HARPER
Courses Rated by at Least Four Former Students

Course (cont'd)	Years Students Stopped Out: 1973-1974 Number of Ratings	1973-1974 Average Rating	1974-1975 Number of Ratings	1974-1975 Average Rating	1975-1976 Number of Ratings	1975-1976 Average Rating
Career Planning and Development					1	2.00
Sociology	42	1.62	70	2.04	32	1.96
Music	15	1.80	32	2.21	16	1.93
Accounting	30	1.60	57	1.73	35	1.91
Political Science					6	1.83
English Composition	65	1.57	123	1.65	53	1.83
Physical Science					5	1.80
Mathematics	43	1.72	79	1.69	43	1.79
Anthropology	13	2.23	21	1.76	13	1.76
Humanities	23	1.65	61	1.73	34	1.70
Literature	18	1.94	39	2.02	16	1.68
Mech. Engineering	4	1.25	7	1.85	3	1.66
Park and Ground Operations Mgmt.					3	1.66
General Business	30	1.60	53	1.94	34	1.64
Engineering	6	1.83	7	2.28	8	1.64
History	21	1.48	37	2.02	21	1.61
Child Development	5	1.80	26	2.11	12	1.50
Physics	0	0	9	2.00	4	1.50
Legal Secretary					2	1.50
Material Management					7	1.28
Foreign Language	8	1.75	18	2.00	12	1.25
Data Processing	16	1.38	38	1.55	20	1.15
Banking	4	1.25	1	2.00	1	1.00
Fire Science	0	0	2	3.00	2	1.00
Geography	6	1.33	4	1.75	2	1.00
Interior Design	4	1.50	10	1.80	2	1.00
Mechanical Drawing					3	1.00
Medical Lab Technician	0	0	0	0	0	0
Baking					0	0
Medical Office Asst.					0	0
Dental Hygiene	0	0	1	1.00	0	0
Dietetic Technician	0	0	2	2.50	1	0
Fashion Design						
Total	574	1.66	1179	1.88	631	1.86

1 = Okay

2 = Good course

3 = Outstanding

0 = Course of little benefit

	YEAR STUDENTS STOPPED OUT					
	1980-1981			1986		
Rating of courses taken at Harper	A Times Nominated As Most Beneficial Course	B Times Nominated As Least Beneficial Course	Ratio A/B	A Times Nominated As Most Beneficial Course	B Times Nominated As Least Beneficial Course	Ratio A/B
General Business	21	4	5.25	11	0	Inf.
Mathematics	22	5	4.40	16	0	Inf.
Marketing	8	3	2.67	2	0	Inf.
Child Development	9	4	2.25	5	0	Inf.
Career Plng. & Dev.	4	2	2.00	3	0	Inf.
Clerical	5	3	1.67	2	0	Inf.
Education	5	3	1.67	4	0	Inf.
Electronics	8	5	1.60	1	0	Inf.
Material Management	6	4	1.50	1	0	Inf.
Journalism	3	4	.75	1	0	Inf.
Mech. Engineering	3	4	.75	2	0	Inf.
Art	2	3	.67	2	0	Inf.
Political Science	4	6	.67	0	0	Inf.
Physical Science	2	5	.40	2	0	Inf.
Banking	1	3	.33	2	0	Inf.
Real Estate	2	6	.33	5	0	Inf.
Food Serv. Mgmt.	1	4	.25	2	0	Inf.
Dietetic Technician	1	4	.25	1	0	Inf.
Fire Science	1	4	.25	1	0	Inf.
Interior Design	1	4	.25	2	0	Inf.
Medical Lab Technician	1	4	.25	0	0	Inf.
Tutoring Services	1	4	.25	0	0	Inf.
Baking	1	4	.25	0	0	Inf.
Oper. Room Technician	1	4	.25	0	0	Inf.
Refrig. & Air Cond.	1	4	.25	4	0	Inf.
Fashion Design	1	5	.20	0	0	Inf.
Park & Grnds. Mgmt.	0	4	0	1	0	Inf.
Dental Hygiene	0	4	0	1	0	Inf.
Heating Service	0	4	0	2	0	Inf.
Coll. Survival Skills	-	-	-	1	0	Inf.
Word Processing	-	-	-	3	0	Inf.
Music	-	-	-	1	0	Inf.
Data Processing	20	5	4.00	17	2	8.50
Psychology	24	6	4.00	12	2	6.00
Accounting	27	8	3.38	16	3	5.33
Physical Education	2	5	.40	3	1	3.00
Mechanical Drafting	1	4	.25	3	4	3.00
English	30	8	3.75	16	6	2.67
Nursing	1	4	.25	2	1	2.00
Biology	9	7	1.29	7	7	1.00
Secretarial Science	6	5	1.20	1	1	1.00
Philo. & Humanities	8	7	1.14	1	3	.33
Criminal Justice	4	3	1.33	0	2	0
Legal Technology	4	3	1.33	0	0	0
History	5	5	1.00	0	3	0
Human Poten. Seminars	1	3	.33	0	0	0
Mun. & Govt. Mgmt.	0	4	0	0	0	--
Cooking	0	4	0	0	0	--
Med. Office Asst.	0	4	0	0	0	--
Architecture	0	4	0	0	0	--
Remedial Courses	0	5	0	0	0	--
Indus. & Retail Secur.	0	4	0	0	0	--
Legal Secretary	0	3	0	0	0	--
Total	257	218	1.18	156	35	4.73

RATING OF COLLEGE SERVICES, ACTIVITIES, ETC.

	Number of Ratings	Average Rating
Workshops or Special Programs Sponsored by Student Development	1	4.00
Remedial/Development Courses	2	3.50
Student Activities (lectures, concerts,	10	3.20
Tutor Service/Study Skill/Improvement Courses	5	3.20
Admissions Program	15	3.07
Records and Registration	18	3.06
Financial Aid Office	2	3.00
Intercollegiate Athletics	1	3.00
Intramurals	1	3.00
Woman's Program	2	3.00
Learning Resource Center	10	2.90
Health Service	5	2.80
Teaching Faculty	17	2.76
Learning Atmosphere	17	2.71
Food Service	7	2.57
Other Students	17	2.53
Counseling	7	2.43
Illinois Job Service	5	2.40
Course Selection	13	2.38
Career Planning and Development Course clubs, special events, student government, student publications, game area)	2	2.00
Hearing Impaired Services	0	-
Veteran's Office	0	-
Disabled/Handicapped Service	0	-
Human Potential Course	0	-

Index - 4 = Excellent
3 = Very Good
2 = Average
1 = Borderline Effectiveness
0 = Poor or Ineffective

	Year Students Stopped Out			
	1978		1980/1981	
Helpfulness of Instruction	N	PCT	N	PCT
Was generally or somewhat very helpful	42	50.6	71	58.2
Was generally or sometimes adequate	24	28.1	45	36.9
Was generally or sometimes not helpful	3	3.6	7	5.7
No opinion	15	18.1	8	6.6
Total	84		131	
Number of item respondents	83		122	

Helpfulness of Learning Resource Center	1986/1987 N	PCT
Seldom or never used the center	123	54.2
Found the Center a good place to study	47	20.7
Easy to find and check out most books needed	42	18.5
Audio-Visual material was very helpful	11	4.8
Had trouble getting material needed	4	1.8
Total	227	100.0

Courses, not in curriculum, but would presently benefit in job, college or community	N	PCT
Speech	1.0	4.50
Business (Financial, Marketing, Management, Accounting)	8.5	38.7
Writing	1.0	4.50
Seminars	1.0	4.50
P.C. Courses	2.0	9.1
Communications	1.0	4.50
Study Habits	1.0	4.50
Business Administration	1.0	4.50
Spanish	.5	2.3
Business Law	1.0	4.50
Library Science	1.0	4.50
Chemistry	1.0	4.50
Math	1.0	4.50
English	1.0	4.50
Total	22.0	100.0

Examples of How Instructions was very Helpful -- 1978

- Everything was extremely detailed and very helpful
- There was a great deal of individual attention in certain classes.
- Depending upon the per nightly discussion
- All instructors were eager to help.
- The legal information was interesting and sometimes helpful.
- I had good instructors in the two courses I took at Harper. They were very enthusiastic and well informed on particular subject.
- Enjoyed both Psychology and Physiology classes and learned a lot of useful information in both.
- Since most of them were part-time instructors and active in the field, their lectures were more realistic.
- One type of teaching may produce more favorable results or response than another.
- Instructors did not always know what to cover for program due to rules, not instructors' fault.
- Good instructors during the day for general education classes, but not the two night teachers I had for accounting and business management.
- Every class was helpful, except my art class.
- Ms. Keres is an excellent instructor.
- I am now applying what I learned at Harper in classes I now attend.
- Teachers in Legal Technology course were very helpful.
- All courses taken at Harper have been helping me achieve my goals.
- You cannot help learning if you go to class and pay at least some attention. Your teacher quality is very high.
- Had a few night teachers that really seemed to put an effort into their course.
- Some instructors were enthusiastic and had interesting class plans in French, Anthropology and English 101.
- Teachers were competent and very helpful.

Examples of how instruction was helpful -- 1980/1981 Stopouts

- No specifics (14)
- Excellent Data Processing Department
- Excellent - technical subject
- I use many of the things I have learned at Harper every day/am more aware.
- I received what I was looking for -- some basics in the course.
- The teachers were all very good compared to NIU teachers and other university teachers.

Examples of how instruction was helpful -- 1980/1981 Stopouts (continued)

- Informative - interesting - learned more about my capabilities.
- Teacher was good about taking time to see and talk to you, and returning calls.
- Instruction will be helpful in the future and the instructors show a high level of competence.
- The teacher was very knowledgeable in what he taught.
- Generally helpful all the time.
- Most instructors are more than willing to assist outside of class.
- Gave me information about fields outside of teaching French that may interest me when I am ready for full-time employment.
- Most instructors made class very interesting.
- The professors I had were generally helpful if you were interested and at least gave a solid effort.
- Excellent instructors in Paralegal program.
- First half of accounting class.
- Increased appreciation of my ability
- The study of human diseases, anatomy and medical terminology was necessary.
- The instruction I had was stimulating, enlighting and invaluable in my work with small children.
- The quality of instruction at the time I attended was the best that I have encountered since.
- Cleared up any problem I had in understanding certain chapters.
- I took nursing refresher, nutrition and speed reading and found all very helpful.
- It was interesting although not applicable.
- The courses and instructors proved to be exceptional for the most part.
- Teachers in the CPS review courses were very helpful and quite thorough. They did their best to teach necessary skills required to pass the CPS exam.
- Worked skills learned.
- Data Processing gave me a broader background to understanding system failures on my job.
- One important aspect is that you are treated as an individual/not just a number.
- All my teachers were eager to answer questions.
- My instructors were very professional and helpful/classes I took were excellent.
- All facets of business are concerned with accounting.
- Most of my classes were math, physics, and chemistry/teachers are very good in these areas, though I should have taken more arts and letters classes.
- Instructors were usually helpful and understanding.
- I knew the teachers in my major and they really worked hard for me.
- Was able to apply to my job.
- Was shown other inventory systems I had not been exposed to before.
- No specifics (9)
- All instruction is helpful (2)
- Every class taught me much - gave me new experiences that I learned from and applied in my daily life.
- Learned more ways of helping or teaching children.
- Going nights, I found most instructors worked in the field that they taught in, I found it very helpful.
- Most instructors were very well prepared and were willing to give extra assistance if necessary.
- Found most instructors very good -- were mostly attorneys
- Greater knowledge of my field
- Legal Tech is very specific, very helpful and informative.

Examples of how instruction was not helpful -- 1978

- Industrial psychology was totally useless and presented in an 8th-grade fashion.
- My child psychology teacher was very uninterested in what he taught and did not care if we understood or not.
- Some instructors just seemed to be punching a clock and cared less about students.

Examples of how instruction was not helpful -- 1980/1981 stopouts

- Sometimes I thought the material covered in class was not relevant to the course.
- My math teacher was very ineffective.
- Of the 4 courses taken, 2 had deficient instructors, both in method of teaching and in organization of course.
- I had DPR-101 and the teacher was not very good.
- Word processing teacher had no idea how to use the machine.
- The instructor for my physical science class was inadequate as far as education.
- Accounting 1 and 2 need to be more extensive to transfer to a university.

Did educational or vocational goals change as a result of attending Harper	Year Students Stopped Out 1978 N	1978 PCT	1980/1981 N	1980/1981 PCT	1986 N	1986 PCT
Yes	20	10.3	29	10.1	27	14.2
Maybe	7	3.6	10	3.5	10	5.2
No	167	86.1	249	86.4	154	80.6
Total	194	100.0	288	100.0	191	100.0
Number of times goals changed						
None	167		249		154	
.5	7		10		10	
1	8		15.5		23	
2	8		13.5		2	
3	4		0		2	
Total	194		288		191	
Average number of changes	.20		.16		.20	
Nature of Changes						
Shift to completely different field	15	55.6	16	45.7	20	55.5
Shift to a related field	7	25.9	11	31.4	10	27.8
Combination	5	18.5	8	22.9	6	16.7
Total	27	100.0	35	100.0	36	100.00

What services were used in making these changes	Year Students Stopped Out: 1978 N	1978 PCT	1980/1981 N	1980/1981 PCT	1986 N	1986 PCT
Counseling	4	13.3	7	18.9	2	6.4
Career Library	1	3.3	1	2.7	0	0
Placement Office (Career Development Center)	0	0	1	2.7	0	0
No services were used	22	73.4	23	62.2	22	71.0
Specific courses	-	-	-	-	4	12.9
Outside Professional	-	-	-	-	2	6.4
Other	3	10.0	5	13.5	1	3.3
Total	30	100.0	37	100.0	31	100.0

Examples of other ways of making changes -- 1978

- Made my own decisions and tried different courses to make these decisions.
- Guidance of course instructors
- Instructors

Examples of other ways of making changes -- 1980/1981

- Scheduling
- Taking a business course
- Service agency job
- Job related at home (technical)
- Career planning and exploration class

Examples of other ways of making changes -- 1986

- District 15 school office

Use of Financial Aid Office	1986 N	1986 PCT
Did not require financial aid	166	87.8
Might have qualified for financial aid, but never applied for it	7	3.7
Applied for financial aid but was turned down. -dissatisfied with service	1	.5
Applied for financial aid but was turned down. - satisfied with service	2	1.1
Received financial aid - dissatisfied with service	0	0
Received financial aid - very satisfied with service	12	6.4
Helped secure aid at present institution	1	.5
Total	189	100.0

Reasons for seeing a counselor	Year Students Stopped Out 1978 N	1978 PCT	1980-1981 N	1980-1981 PCT
Academic advising	31	12.6	45	14.4
Personal counseling	6	2.4	12	3.9
Career planning	32	13.2	29	9.3
Information only	24	9.6	31	9.9
Registration	83	33.5	31	9.9
Not at all	71	28.7	164	52.6
Total	247	100.0	312	100.0

Helpfulness of Counseling Received	Year Students Stopped Out 1978 N	1978 PCT	1980/1981 N	1980/1981 PCT	1986 N	1986 PCT
Very helpful	25	13.1	35	13.6	{32.5	{16.8
Somewhat helpful	58	30.4	62	24.0	{	{
Not helpful	10	5.2	15	5.8	3	1.6
No opinion	98	51.3	146	56.6	157.5	81.6
Total	191	100.0	258	100.0	193	100.0

Examples of how counseling was very helpful -- 1978

- Not enough pertinent information
- Instructors knew more than the business counselors I spoke to.
- The counselor was a trainee and was not helpful at all.
- Their advice was not appropriate to me.
- If I had listened to the counselor I would not be where I am now - told me to apply too late.
- Not available when I needed them
- Counselors were not knowledgeable in legal technology courses and it was hard to get a straight answer from them.
- Too indifferent about the student's personal growth and goals.
- Very vague about things. Acted like they were not very interested.

Examples of how counseling was not helpful -- 1980-1981

- Complained of teaching of math teacher -- no results
- Neither coordinator or counselor were honest about chances of employment in field.
- The people I saw did not even know what was going on.
- None of the counselors could advise you as to what should be taken to prepare for a particular career field.
- No specifics
- Most have no idea what they are talking about.
- The counselor did not help or assist me in any way. I was left on my own.
- Two times counselors steered me in the wrong direction and did not have thorough knowledge of Harper's requirements, etc. Counselor for orientation and registration was not helpful at all.
- Was not well informed, seemed rushed for time.
- Did not have any information on the National College of Education
- Most instructors wish to help you in any way they can.
- Too busy to bother
- Gave out too much wrong information

Examples of how counseling was not helpful -- 1986

- No specifics (3)

Examples of how counseling was very helpful -- 1978

- He covered the areas I was interested in and did not try to change my ideas.
- He made it clear to me that he would always be available to help.
- Helped me find the right college to transfer to.
- Knew what courses (specific ones) would be available in the summer.
- Helpful with my problems
- They were some of the best people I met at Harper.
- The job placement office extended themselves fully.
- Answered all my questions.
- I found out I could graduate one year earlier.
- Phil Troyer helped me very much.
- I needed some information on how to transfer to University of Ill., and I got it.
- Answered all my questions - straight.
- Counseling helped me plan my courses to my advantage.
- She helped me decide which classes to take and not to take.
- Answered all questions thoroughly.
- Helped me to relate to my problems rationally rather than emotionally.
- Helped me transfer credits.
- Helped me decide which computer courses to take.
- Helped me decide about a class I wanted to drop.

Examples of how counseling was helpful -- 1980/1981

- No specifics (4)
- Especially the counselor that represented "Western" - he was very helpful.
- The counselor was helpful in evaluating my present situation and planning future.
- Answered all my questions, helped me work out a schedule.
- Needed assistance in selecting courses to obtain a degree
- Gave me better insights
- In selecting course of study
- Information and knowledge
- He told me what I needed to transfer successfully
- The women are very cooperative and informative of my needs
- Mr. Brokke was very helpful
- But this is only if the student seeks the counselors/counselors should make themselves more known.
- Got me into what I needed to get into
- Explained courses needed to achieve associate degree.
- My credits were evaluated and was advised about potential courses applicable to my career objectives.
- Pointed me toward the 4-year colleges that would be able to help me -- also gave me a good idea of which credits would transfer best.
- One person -- Joyce
- Gave correct information on transfer requirements.
- Helped obtain information on courses and job status
- In determining career courses to take
- Selecting courses of study (4)
- Everyone was very cooperative
- I felt they really knew what they were talking about.
- Informative and gave out accurate information
- In personal and career advice.

Examples of how counseling was helpful -- 1986

- No specifics - (19.5)
- Transfer classes - 5
- Help me decide what courses to take - 4
- Testing
- Talked with counselor about career goals
- Helped define interests
- General counseling
- Intra-surveys work interest
- Financial Aid
- Found the counselor to be helpful, warm, and attentive
- How to get high school diploma
- Motivation

Helpfulness of advice given by a faculty member	Year Students Stopped Out 1978 N	1978 PCT	1980-1981 N	1980-1981 PCT	1986 N	1986 PCT
Very helpful	13	6.8	28	12.6	{20	{10.5
Somewhat helpful	39	20.5	19	8.5	{	{
Not helpful	1	.6	1	.4	0	0
No opinion	137	72.1	175	78.5	171	89.5
Total	190	100.0	223	100.0	191	100.0

Examples of how faculty member was very helpful -- 1978

- Helped relate specific courses to career objectives.
- If you made the effort most of the faculty were receptive and helpful.
- He helped me work out my problems.
- Ms. Keres is a very learned person who relates advice well.
- Teachers very helpful and if they did not know the answers they found someone who did know.
- Answered my questions.
- Faculty members helped me to decide what classes should be taken and when.

Examples of how faculty members were helpful -- 1980-1981

- No specifics (8)
- He guided me to my present major -- DPR
- Concerned about my health and situation
- Was able to explain what I needed to know
- He has always been of great help.
- For applicable courses only nothing beyond that area
- Willingly gave their time to advise and encourage me
- Mike Vijuk (MGT-111) terrific instructor/learned so much/tremendous help
- In advising and career planning
- Classes good and learned much
- My English teacher worked with me closely on my writing and was supportive
- I talked to one of the psychology instructors who assisted me.
- No standpoint and how to continue benefiting myself.
- Helped in understanding course.
- Very informative
- Advised me to drop class that was not needed
- In class and information in business field
- Helpful in class and answering questions
- Learned much from teacher - terrific class
- In explaining course and when problems arose.

Examples of how faculty members were helpful -- 1986

- No specifics (11)
- Dr. Neuhauser knew about state requirements for teaching certificates.
- More helpful in job-related field
- Helped me decide what classes to take (2)
- Spoken with head of the Fire Science Program
- What skills would be required
- English
- Course suggestions
- Dean of Language Arts suggested going to CLC
- Helped with hands-on training
- What classes to take/found me a part-time job
- How to pursue ideas
- He knew what was going on in the real world and gave excellent advise as to course selection for my major as well as electives.

Examples of how faculty member was not helpful - 1978

- Did not take the time to examine the problem as a whole.

Examples of how faculty members were not helpful - 1980/1981

- Out of four instructors in night class, only one was qualified, others were indifferent and unprepared, half the class quit the accounting course.

Examples of how faculty members were not helpful -- 1986

- No responses

Comments made concerning Harper College -- 1978

- I feel the main reason I quit Harper was because of all the hassle I went through just to register/also feel a new way should be discovered to eliminate the hassle.
- I found it to be an inexpensive way to get a good education.
- Maintenance of buildings and land was excellent.
- Felt like high school and I did not like taking night classes with older people and then grading the class on a curve.
- The out-of-district fee is too expensive.
- Registration at Harper is very confusing and aggravating. It was an all-day job.
- Harper is a good school.
- I dropped all courses at Harper for reasons not related to a good or bad opinion of Harper. I worked full time and had a 12-hour schedule of night classes. It was just too much - I may resume studies on a much lighter schedule.
- The counselor I had did not seem to have a great deal of knowledge in the field I undertook. He could have made the transition to Western a bit smoother.
- Harper College does not have the personal assistance many students need. Classrooms are too large.
- I wish Harper had more courses and majors, especially in medical assisting. Also need to promote more club activities and meetings going on at Harper, perhaps in the school newspaper.
- The teachers were excellent.
- Teachers seemed very caring and concerned. Had several bad experiences with counselors so do not have a good opinion of them.
- You have two of the finest teachers I have ever seen - Frank Smith, Nutrition I and your Child Psychology teacher.

Comments made concerning Harper College -- 1978 (continued)

- I like Harper, but the local opinion of the school seems to be negative. It makes me think there is a reason for it all.
- Harper is a service to the community.
- I wish Harper was a four-year college.
- I went to the counseling center three times and each time I was given instructions as to where I could find a counselor/ each time I could not find them - Why?
- Not enough science courses are offered in the evening. Homemaking is a full-time job and this survey seems to overlook it. Certain good instructors have been let go while less adequate ones have been kept. I think a re-evaluation is needed.
- Harper has a good environment, reasonable tuition charges, adequate parking space, and the library services are good, but the Learning Resource Center staff has sloppy conduct.
- I would like to take a comprehensive course in Greek language and culture.
- I was greatly disappointed in the quality of the mathematics teachers - I have never had such poor teachers.
- I know that some of the teachers I had when I attended have been dropped and I thought they were very good. I also know that the field I am interested in at Harper is not in big demand by most people and if I do restart school I want to be able to get the classes and teachers I want. The classes can be interesting or dull and it all comes down to the teacher you have to make it a pleasant learning experience.
- All instructors were helpful and knowledgeable on the whole.
- More courses should be offered in the evening for people who work. Also campus should be better lighted and have more security at night.
- I really enjoyed the classes I took and felt I learned a lot.
- The courses were generally useful from a general interest point of view.
- More courses in management decision making and personal problems. Less redundancy in supervisory and administrative management courses.
- I think your College offers a great opportunity for housewives to attend school.
- I live 1 block south of Devon and because of that I could not afford to attend until I moved back into Harper's district.
- Would like to see courses offered for registered nurses which would lead to a bachelor's degree - entry level for professional nurses in 1985 given by instructors of BSN program.
- Harper needs more evening courses.
- Math should be emphasized more - transferring business students should take calculus statistics and no one ever told me this - Now I am a junior at Circle and I do not have the mathematics background for junior and senior level classes.

Comments made concerning Harper College - 1980-1981

- I hope someday I will make the time to finish my goal - to enroll in the Interior Design classes and get my certificate. I really like Harper and hope to continue there.
- I transferred from Harper because, according to Illinois law, I had to complete the remainder of my education at a college or university. Had Harper been a 4-year college I would have stayed because I believe their data processing is better than Roosevelt's data processing.
- I really enjoyed both of my classes at Harper. I looked forward to attending each class. The teachers were helpful and understanding. What I learned at Harper will help me both in my future studies and career.
- Should have learned more for the amount of time spent in class.
- I feel it is an excellent place to go especially if you are undecided about your major or if you cannot afford to go to a four-year university. I find that Harper has an excellent reputation when I talk to other students at Western.
- Sometimes hours listed for certain courses are not at all convenient for me.
- Other than the mishap of the computer placing me in the wrong class, Harper was outstanding.

Comments made concerning Harper College - 1980-1981 (continued)

- I only took one class, psychology, to see if I wanted to go back to school So it is hard for me to evaluate the school as a whole. We moved to Kansas, but if we wouldn't have, I probably would have gone to Harper full time.
- Standards too low -- A's handed out indiscriminately - they mean nothing - this may be because legal technology courses are taught by lawyers rather than educators.
- Overall teachers are very good and dedicated which is great! The majority of kids do not care and seem to be just putting in time.
- Harper could use more classes that teach a skill. We really do miss having an extension center that teaches more than a few classes out here in Buffalo Grove.
- The psychology courses at Harper were the best classes I have ever taken. They were very informative and interesting. They were taught well and the teacher was the best. I also use it every day on the job as well as in my home life.
- Since courses I took were taught by evening people - rapport of instructor and student was hard to develop - little time for special help, etc. I don't understand why it is so important to have a parking sticker when you are only attending one evening class. I always had one, but it seemed ridiculous that $1.50 was paid whether you were attending one class or four.
- My teachers were excellent.
- Harper fulfilled my requirements and no doubt will return for additional course work. As an older person returning to obtain AA it was very good for me. I would hope that some time I can complete another associate - very close to AS - as a teacher aide for local high school. It has been very helpful.
- It is convenient to my home. I would like to see master's level business courses taught there. The courses I took were too simple. Many exams were multiple choice because instructors could not be bothered in grading anything more complex. However, I did only take a couple of courses.
- In the past 2-1/2 years that I have been attending Harper I seem to sense an improved college spirit, which is grossly lacking. I think all the social activities help a lot.
- Still very good in area of helping women get back into the world outside of home.
- Overall, the College is excellent for some one just coming out of high school. I was very disappointed in the fact that some of my credits were not transferable. The explanation in your curriculum guide are sometimes misleading. The classes I had never covered some of the subject they said would be covered. For example, we were to be drawing in my media adjuncts class and all that was ever required was tracing - not a good way to become an advertising artist.
- The overall instruction at Harper was very good to excellent. It would be helpful to advise your students to check with the 4-year college that they would like to attend and have them find out what courses are needed/accepted to meet goals.
- I would like to see Harper turned into a 4-year college.
- I enjoyed Harper and the courses I took while attending were well planned and taught. I attended classes at night and we were all treated like intelligent human beings.
- Harper is a very fine school and I enjoyed attending, but it is such a difficult adjustment to make from Harper to a university. I feel Harper should try and prepare you for transfer to a university.
- I wish Harper was a four-year school. All the universities are quite a distance or through rush-hour traffic. The quality of instruction is also not available on a part-time basis.
- Harper is a good College; however, I am not going to a good 4-year college so that I can get a BA in Art/Photo.
- I consider Harper to be of the utmost quality in teaching and feel I was taught in the best fashion possible. I began as a novice and left feeling as though I had really been taught something.
- Grading was ridiculously easy - I received B's although I only tried for C's as I was transferring credits only. Maybe the instructors were so good that I learned without trying.

Comments made concerning Harper College - 1980-1981 (continued)

- The College is very good for vocational training and continuing education; however, for most degree bound people it is a two-year extension of high school For me it was good because I did not know where I was going to transfer and I got most of my core requirements out of the way. You might consider having computer science classes instead of DPR.
- Harper was an excellent College. I have only one regret - that I wish Harper was a four-year university. I would have stayed at Harper rather than transfer. I hope one day to return to Harper on at least a part-time basis.
- Despite the fact that I was only enrolled at Harper for one semester, I was very impressed with the general curriculum and especially with the dedicated faculty. I wish I were still there.
- It is a great place to prepare you for a 4-year school - teachers really care and have experience in their field.
- Harper College is a very good education facility. It was very helpful for me at the time in which I was involved. If not for my getting married, I might still be in college today.
- The teachers I had were fantastic! Both were very involved and really concerned with their students. I was recently married and decided to take a year off before returning to school. I was very impressed with the curriculum.
- Teach the security cops what their job is - get rid of the faculty/staff parking lot - parking should be open to anybody - put the parking lights on at night - somehow or other provide better counseling - stop wasting money on surveys such as this - also mailing the advertisements and information request that people will throw away and not read. You people waste more money in postage.
- The College and programs are excellent, but counselors and non-faculty teachers have not impressed me. The College road needs to be repaved.
- There should be more outreach to students to help them find jobs.
- I only took one course at Harper - the psychology course. It transferred to Roger Williams College in Bristol, R.I., as a liberal arts elective in obtaining a degree in electrical engineering.
- I appreciate the variety of classes you offer -- languages, sports, crafts, cooking, etc., and hope to take more.
- Harper is an excellent way for a person to get an education. Harper is not only economically feasible, but it also is an excellent learning institution. If it was not for Harper, I would not be in college.
- When is Harper going to offer good automotive and diesel repair courses?
- Harper College is a handy school. I like its availability, its proximity to Schaumburg. The seminars offered for women were especially worthwhile. I plan to return to Harper.
- I intend to attend summer school at Harper if I can get into a class that will transfer to Eastern - thus utilizing my summer vacation time.
- I think Harper is a sound teaching institution.
- Since I have received my BS I have and will take courses at Harper.
- I find Harper to serve a great variety of needs within the community. Telephone registration is very inadequate - never was I able to register during the first or some times second day despite calling as often as every half hour.
- The department head of the business department is an inflexible, unreasonable person with his arbitrary rules concerning classroom attendance particularly for professional part-time students whose jobs call for out-of-town travel. Working and attending school expresses high motivation. There is no reason to believe adults are not responsible because three or more classes are missed if homework and testing shows high grades.
- I liked my years at Harper and in a few years I do plan to return for courses that I think would be fun to take.
- After being away from school for a few years I returned to Harper during the day and enjoyed the classes and instructors I had for 2 semesters. I then got a full-time job and enrolled in evening classes. I did not finish that semester because it was hard for me to adjust to working full time and going to school. I also was comparing the instructors I had during the day with the evening instructors and there was no comparison. I am hoping to return to Harper, hopefully during the day, within the next year and a half.

Comments made concerning Harper College - 1980-1981 (continued)

- I find it most advantageous to have such a fine school and the variety of offerings available in the are that I live and work.
- I feel that it has benefited me to the utmost - I am at NIU now and plan to graduate in spring '83. I feel I'm ahead in my courses when compared to others in my field.
- Excellent program (LTE) and director (Sherri).
- I cannot say enough about the quality of the teaching staff associated with the certified professional secretary review courses. Each was expected to teach their subject, i.e., accounting, communications and decision making, business law, economics and advanced office procedures in only 5 weeks. While they could not possibly cover their subjects as much as they wished in this short time, it was possible to pass the exam with the basic background of each subject they covered and reading the recommended publications they mentioned.
- I enjoyed going back to school.
- Harper helped me greatly. I just did not have the time and energy to continue attending because I worked a full-time and a part-time job.
- Great offerings for community interest courses. Did not study academically at Harper, so cannot respond on a career level.
- I enjoyed Harper very much -- the only drawback is once you transfer to a large university it is hard to adjust to being a number and not an individual.
- I lived in Wheeling and appreciated the extension courses in my area.
- I am very impressed with the quality of the classes I took at Harper - and was very sad to move away.
- Since I started with no knowledge whatsoever in accounting most of what I learned came from Harper. From what I can tell, I did not suffer by not going to a 4-year university. The courses, on the whole, were quite good. Wish there were more of them.

Comments concerning Harper College -- Students under 16 credit hours

- I wish I went to Harper 8 years ago after I got out of high school because it is hard for me timewise and financewise to keep a steady pace or going to school.
- Good program - enjoyed going to evening program in Wheeling - close to work and good teaching facility.
- The course was well given/learned a lot and presently using Word Star. Thank you.
- I believe I overpaid for one conference. I wrote the Business Office about it last year and never received my $5 refund or heard from them. No. 278
- You don't have much of a professional continuing ed program for those of us with degrees to take additional classes related to our field.
- The school, staff & teachers are very helpful in returning to school - Thanks.
- I consider my choice of going to Harper before transferring to U of I an "excellent choice."
- I enjoyed and learned from the two classes I took.
- Harper was fine. I switched from building maintenance to sales. I should have been in this field all along.
- The art class I took at the main campus was too inconvenient. Too far to carry all the art supplies, wet canvas, etc., from care to class, up and down so many stairs, etc.
- Harper has not only been of benefit to me but also to my sisters. One received certification as a nurses aide by attending Harper's continuing education program, the other sister is still pursuing a horticultural degree, and hopefully, someday the pieces will fit together for me, too.
- Wish more offerings were made at Barrington or Palatine High Schools, when they are schedule, I receive last minute notice of cancellations. Advertise in local papers, as well as the mail-out flyers. All household members do not see these "general" mailing pieces.

Comments concerning Harper College - Students under 16 credit hours (continued)

- I did not fill in the survey questions because they do not apply to my situation. I have an M.A. +30. I am 66 years old and am retiring from my teaching position in District 59. I took classes as a matter of interest or those I felt would help me on my job. I expect to keep on taking classes, at present, I am taking "Everyday Law" on Thursday evenings. I trust this is the information you want. No. 248.
- Although I cannot, in all honesty, answer any of the questions since none apply to me, I feel, I owe you an explanation of my former enrollment. I am a senior citizen who wished to take a course in Real Estate in order to augment inadequate Social Security funds. I enrolled with confidence but the timing proved all wrong. I had to leave town because of a family emergency, not sure if I could return in time for the beginning of classes. The trip proved most traumatic and I returned late and quite shook up, leaving me unable to concentrate and cope. At that point I should have canceled in order to regain my confidence but I lacked the good sense which proved my undoing with a failure for the course. Yes, I would like to try again when I am sufficiently settled after my recent move. Thank you for your interest. No. 272.
- I am a senior citizen and attended classes after my husband passed away. The classes were most enjoyable and helpful to me. I am not ignoring your questionnaire but do not feel it would be helpful to you for me to fill it out. #316
- After reviewing your questionnaire, I have determined it is not relative to my current lifestyle or aspirations. No. 319

Comments concerning Harper College -- Students with 16 hours or more

- The last two instructors I had at Harper were extremely ineffective. In Calculus I we would spend the majority of time doing homework problems and minimal time discussing new material especially in the last 3 weeks of the course. There was no time to learn one chapter each class period as she attempted. EXTREMELY poor planning. The last instructor I had was Calculus II. When approaching him on the second week of class for the first time that semester he suggested I watch less TV and study more. Now, this guy has the nerve to tell someone with a 5.0 GPA how to study rather than answering a direct question? I have no use for any instructor or any educational institution who would have such an instructor with this poor attitude. I stopped attending your school that evening. Please excuse my attitude but I still feel strongly about that occurrence. Please contact me if you would care to discuss this attitude. IF you care! From now on I will take my courses at Oakton Community College. No. 29
- I have two problems with continuing my education at Harper. 1) My employer requires state certification in certain areas, but in many cases the State will not recognize Harper's courses. 2) Many of the instructors in the Fire Science program are "moonlighting" firemen. Their lack of teaching expertise is evident and bothersome. Sometimes, I tend to learn more from their 'war stories' than I do from their prepared presentations. On the whole, I guess, at least I am learning something, but I can sit around the firehouse to hear 'war stories' and save myself tuition.
- I hope to continue my association with Harper, because I believe that education and learning are necessary for growth and advancement. Harper provides a valuable source for continuing education.
- I still plan to attend Harper part time in the future. Please do not remove my name from the mailing list. Thank you.
- Tell your teachers when they teach adults to treat us like adults not 18-year olds.
- Harper was just a continuation of high school - it was not a real learning experience compared to the school I now attend.
- Pretty good. Hard to get as involved when not living on campus. Like Jim McGrath a lot. Now some times take business/interpersonal communication type courses for my work at Motorola. Liked it a few years ago when Christian concert by Randy Stonehill was held at Harper.

Comment concerning Harper College -- Students with 16 hours or more (continued)

- I wish I had had the courage to complain about the instructors in the nursing program when they black-balled myself and 3 or 4 other students. Instead of pushing me out of the nursing program twice because (they said) I lacked self confidence, they should have tried to encourage me - after all that is what they were paid for wasn't it?
- Not familiar with course listings as much but previously needed to specialize more in DPR.
- I think it is a wonderful institution/very sympathetic to the needs of mature students. Faculty always tried to be accessible to students.
- The instructors were helpful.
- A very good school - if it was a four-year school, I am sure many people would attend from the area. Survey too long!
- I enjoyed going to Harper - someday I hope to return.
- I would like to return to Harper, but since I now live out-of-district, I cannot afford the tuition.
- Some of the best professors I have had anywhere (in the 3 colleges I have attended) have been at Harper. Carol Bernette of the math department deserves an A+.
- Harper is a good school, at the time I was attending full time or close to it. I was young and still searching. Finally quit to work full time. Then decided to attend DeVry full time. I have and will go back to Harper again to continue my education.
- Some teachers good (great role models) - some teachers are burned out and should be replaced.
- Attendance of many classes should not be forced upon students. Lowering grades because you had poor attendance is ridiculous. Many of us know the material and just want credit, CLEP tests should be promoted more.
- Appreciate having a school in the community which made courses convenient, especially with limited time. Cost was reasonable. Have much respect for the music department. Felt I had learned a great deal. For the most part, instruction was terrific. J. Razag, S. Ryberg, and J. Davidson (no longer at Harper) were outstanding!
- Wish there were more classes offered on Saturdays or during the week in the morning, specifically (I work second shift) that I could attend once a week (3-hour class) like Saturdays then split to twice a week (unlike Saturdays).
- Maybe a week longer for dropping classes and getting a full refund. I was very disappointed with a couple of instructors the very first day, but could not get into the class any other time due to full classes.
- I am very impressed with this junior college and found both the instructors and courses challenging and interesting. I chose to take courses of my personal interest while I was on a 6-month maternity leave. If I completed 18 hours in the early education curriculum along with my present BS degree, I am then certified to become a day care center director and I met this goal by attending Harper. In the future I will probably be taking more classes at Harper to further my knowledge in other fields.
- I would like to attend more but it is very difficult because Harper's main campus is hard to get to regularly because of business responsibilities. There are a few courses in Prospect Heights that I liked, but most science and other main courses are on campus.
- One of the best community colleges around. I would not be where I am at now.
- Pressure the social engineers who face the same general education requirements or all those seeking a degree (AAS) to reconsider what forcing these courses on all students costs in terms of time and money. Allow testing out of English, psychology, philosophy ad nauseam. My high school education provided me with this background, I would be better prepared to enter my vocation with 60 hours of Vo-Tech coursework rather than 30 hours Vo-Tech and 30 hours of general education. What nice job security for English, sociology, psychology professors forcing all students to take these courses whether or not they wish to. If I develop a need to expand my education in English or such like I can take such courses when I need to improve such skills.

Personal Gains from Harper College Experiences -- 1986 16 hours or more

- Confidence
- Opportunity to explore several different subjects
- Reality
- A conquest over the fear of mathematics. They are the only courses I took while at Harper and I maintained a 5.0 GPA while there.
- I felt that the interior design program was very good, although some of the faculty was very one-minded.
- A good position
- It was a different experience from high school. The people are different and classes/responsibility is your own. The President shouldn't be a teacher/he has no time.
- I took courses at Harper to fill gaps in my career training. My goal was knowledge in specific areas not a degree or certificate.
- By providing the environment to improve business and communication skills, Harper College has helped me personally attain social, financial, and career gains.
- An education & a view of all the things available to me when you have a good one.
- I have broadened my horizons.
- A good education from those classes I took there.
- Several study credits.
- Kept me in school picture while I was unsure of what I wanted to do in life, etc. (Better than dropping out of school completely.)
- Most Harper College teachers are competent and able to teach their classes well.
- Harper was helpful to me as a returning student in keeping college costs down in getting the core courses I needed.
- Disciplining myself to do homework.
- I have gained a determination that I will never ever be black balled again from any class.
- Opened my eyes to new avenues of data processing fields.
- Begin to investigate my interest in the sciences and come away with a goal to pursue those studies in order to obtain a BS.
- Improved my ability to deal with others in situations involving deadlines and group responsibilities (i.e., class assignment)
- Your DPR department is better than most 2-year colleges, but must be upgraded to be more current with industry.
- In-depth knowledge in literature courses - stimulated by archaeology course.
- Knowledge
- I experienced many types of courses allowing me to find a major - I know what I am interested in now.
- Increased self confidence in my academic ability. The courses that were required for a 4-year degree were relatively cheap.
- My personality has gotten a little better and I look ahead for my future.
- Gaining some knowledge in the business aspect.
- I truly enjoy returning to school - I feel I learned a great deal about early childhood education and it opened my mind to the many ways children can be cared for and educated. I found it rewarding to learn so much about something I knew so little about.
- Confidence in returning to school after many years away.
- A sense of what college is like.
- An excellent education in giving me the self-confidence and technical expertise in setting out in a vocational field.

Personal Gains from Harper College Experiences -- 1986 - 16 hours or less

- Interrelating with students of different ages and vocations. After 28 years of being out of college gave me confidence in test taking and ability to write term papers.
- Use of computer IBM/PC, Wordstar Program.
- The importance of a good education especially in the basics/Real Estate license.

Personal Gains from Harper College Experiences -- 1986 - 16 hours or less (cont'd)

- I received quality instruction from the classes I attended.
- Made me aware of the facility that exists for area residents.
- I enjoyed the courses, meeting new people, making friends and realizing I could better myself.
- I was comfortable in a classroom after 25 years out of school.
- More confidence in myself.
- Advanced math skills.
- I enjoy the mini courses geared specifically toward women to enhance my career skills and growth.
- More knowledge on heating and cooling.
- That you are never to old to learn.
- The classes I took helped me understand the environment of which I live.
- Received overview of export business for job purpose.
- I tried to enroll in a woodworking course but the course was canceled. Have not been notified if course will be available again.
- Some knowledge of the "C" programming language.
- Interaction with other people/new experiences, new situations.

Hours worked per week off campus while attending Harper	Year Students Stopped Out									
	1974-1975		1975-1976		1978		1980-1981		1986	
	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT
Did not work	56	20.5	39	15.2	10	13.2	36	12.7	13	6.6
1 - 5 hours	3	1.1	4	1.6	0	0	1	.3	2	1.0
6 - 10 hours	6	2.2	7	2.7	3	4.0	6	2.1	4	2.1
11 - 15 hours	6	2.2	9	3.5	4	5.3	4	1.4	8	4.1
16 - 20 hours	28	10.3	34.5	13.5	11	14.5	35	12.4	17	8.7
21 - 25 hours	22	8.1	22	8.6	9	11.8	20	7.1	3	1.5
26 - 30 hours	25	9.2	127	7.0	3	4.0	7	2.5	13	6.6
Over 30 hours	127	46.4	122.5	47.9	36	47.2	174	61.5	136	69.4
Total	273	100.0	256	100.0	76	100.0	283	100.0	196	100.0
Average Hours Worked	23.0		23.9		24.0		26.4		28.8	

How would you describe this work	Year Students Stopped Out			
	1974-1975		1975-1976	
	N	PCT	N	PCT
Identical to what I am doing	104	39.4	83.5	38.1
Related or beneficial	62	23.5	39	17.8
Little benefit, except helping to pay my way through college	98	37.1	96.5	44.1
Total	264	100.0	219	100.0

Relationship of this work to your major academic field at Harper	Year Students Stopped Out 1978 N	1978 PCT	1980-1981 N	1980-1981 PCT	1986 N	1986 PCT
Identical	6	9.1	24	9.8	29	15.9
Closely related	14	21.2	56	22.7	41.5	22.8
Somewhat related	17	25.7	64	26.0	29.5	16.2
Completed unrelated	29	44.0	102	41.5	82	45.1
Total	66	100.0	246	100.0	182	100.0

Hours per week spent in extra-curricular student activities	Year Students Stopped Out 1974-1975 N	1974-1975 PCT	1975-1976 N	1975-1976 PCT	1978 N	1978 PCT	1980-1981 N	1980-1981 PCT	1986 N	1986 PCT
No participation	253	90.0	222	86.8	73	96.1	260	91.5	187	96.4
1 - 3 hours	15	5.3	17	6.6	1	1.3	15	5.3	5	2.6
4 - 7 hours	6	2.1	7	2.7	0	0	5	1.8	1	.5
8 - 12 hours	5	1.8	4	1.6	0	0	1	.4	1	.5
Over 12 hours	2	.8	6	2.3	2	2.6	3	1.0	0	0
Total	281	100.0	256	100.0	76	100.0	284	100.0	194	100.0
Average extra-curricular hours	.51		.79		.42		.40		.13	

Hours per week spent informally on campus	Year Students Stopped Out 1974-1975 N	1974-1975 PCT	1975-1976 N	1975-1976 PCT	1978 N	1978 PCT	1980-1981 N	1980-1981 PCT	1986 N	1986 PCT
Less than 1 hours	158	59.1	116	47.2	45	62.5	221	77.8	153	80.1
1 - 6 hours	86	32.2	92	37.4	24	33.3	57	20.1	36	18.8
7 - 12 hours	17	6.4	31	12.6	3	4.2	5	1.8	2	1.1
12 - 20 hours	5	1.9	4	1.6	0	0	1	.3	0	0
Over 20 hours	1	.4	3	1.2	0	0	0	0	0	0
Total	267	100.0	246	100.0	72	100.0	284	100.0	191	100.0
Average Informal Hours	2.42		3.31		1.88		1.32		1.16	

Student Activities Attended or Students Services Used	Year Students Stopped Out Average Number of Times Attended 1978	Average Number of Times Attended 1980-1981	Percent Who Never Attend 1978	Percent Who Never Attend 1980-1981
Legal services at Harper	.18	.07	91.5	96.5
Medical services at Harper	.63	.23	77.5	91.8
Harper sponsored drama presentations	.18	.26	94.4	89.8
Financial aid service at Harper	.68	.27	74.6	89.0
Harper sponsored lectures	.70	.30	73.2	85.2
Harper sponsored films	.70	.44	73.2	80.7
Harper sponsored concerts	.99	.58	60.6	75.0

Rating of Student Activities or Non-Classroom Experiences	1986-1987 A Times Rated Most Benefit	1986-1987 B Times Rated Least Benefit	Ratio A/B
Guest Speaker	19	0	Inf.
Concerts	11	1	1.00
Films	4	0	Inf.
Clubs	0	1	0
Intramural Sports	0	2	0
Varsity Athletics	0	2	0
Harbinger	10	2	5.0
Radio Station/WHCM	3	1	3.0
Mini Courses	3	2	1.5
Human Potential Seminars	1	2	.5
Point of View	1	2	.5
Field Trips	3	2	1.5
Studio Theater	0	2	0
Student Senate, Program Board, etc.	0	2	0
Band, Orchestra, Choral	2	2	1.0
Pom-pon Squad	0	2	0
Peer Counseling	0	1	0
Legal Advice	1	0	Inf.
M Building Use	1	0	Inf.
Total	49	26	1.88

ACADEMIC COMPUTER USAGE

Use of computer terminals or micro-computer at Harper in Conjunction with a course	Year Students Stopped Out - 1986 N	PCT
Yes - Often	36	18.6
Yes - A few times	26	13.4
No - Never	136	68.0
Total	194	100.0

Location of Micro or Terminals Used		
Mainframe Terminals - Building I	15	19.5
Word Processing Micros - Building I	6	7.8
Micro Lab - Building I	12	15.6
Micro Lab - Building J	16	20.8
Instructional Computer Terminals/Bldg. D	8	10.4
Micro Lab(s) - Northeast Center	10	13.0
CAD/CAM Center - Building H	1	1.3
CAD Related Lab - Building H	0	0
CAD/CAM at High School	1	1.3
Building F	1	1.3
Work	1	1.3
Home	1	1.3
Not Specified	5	6.4
Total	77	100.0

Courses Using Micro-Computers or Terminals	Year Student Stopped Out - 1986 N	PCT
Data Processing	50	66.7
Physics	1	1.3
Chemistry	0	0
Word Processing	6	8.0
Math or Statistics	7	9.4
Engineering Tech	2	2.8
Electronics	1	1.3
P.C. Course	1	1.3
Drafting	1	1.3
Supervision	1	1.3
Course Preparation	1	1.3
CICS Data Base	1	1.3
Did not specify	3	4.0
Total	75	100.0

Have you had problems getting access or using micro or terminals at Harper	N	PCT
No	48	78.7
Yes - explain	13	21.3
Total	61	100.0

Problems using or getting access to terminals - 1986/1987 Stopouts

- Busy/too crowded - 6
- Very busy in the evening and on Saturday - 2
- Instructor had to be there and it was locked in her office
- Long lines for output especially near finals/ quarters/major projects due at the same time from different instructors.
- Turnaround on programs/also shop is DOS industry is OS.
- Often full - had to come back at night.
- Started taking DPR-106 in summer but lab was only operating M-W--had to drop course as a result. Then took DPR in fall and lab was not open Friday night or Saturday. It was a real headache for us who work full time.

Has using the micro or terminals helped in present situation	N	PCT
Yes	42	21.5
No	21	10.8
Did not use	132	67.7
Total	195	100.0

	GROUPS*											
	1	2	3	4	5	6	7	8	9	10 and 11	12	Total
Returned Later	81	79	51	76	38	46	27	38	70	61	35	602
Did not Return	152	126	154	134	59	54	73	61	220	339	281	1,653
Percent Returning Later	34.8	38.5	24.9	36.2	39.2	46.0	27.0	38.4	24.1	15.3	11.1	26.7
Of Those Returning												
PCT accumulated under 12 hours	71.6	75.9	72.5	65.8	65.8	78.3	63.0	68.4	68.6	68.9	91.4	70.0
PCT accumulated 12 - 23 hours	9.9	12.7	15.7	17.1	21.1	15.2	25.9	13.2	20.0	21.3	8.6	17.3
PCT accumulated 24 - 35 hours	11.1	6.3	3.9	10.5	7.9	6.5	7.4	10.5	10.0	8.2	0	8.4
PCT accumulated 36 - 47 hours	2.5	5.1	2.0	4.0	2.6	0	3.7	5.3	0	1.6	0	2.4
PCT accumulated 48 hours and more	4.9	0	5.9	2.6	2.6	0	0	2.6	1.4	0	0	1.9
Average hours accumulated	12.2	10.0	11.0	14.2	10.9	8.0	11.2	11.3	9.7	10.1	8.6	10.7
PCT who took exactly 3 hours	27.2	22.8	39.2	25.0	28.9	30.4	25.9	26.3	28.6	31.2	20.0	28.7

Stopout Characteristic	Groups 1 to 8		Groups 10, 11, and 12**	
	Percent Returned Later	Average Hours Accumulated After Returning	Percent Returned Later	Average Accumulated After Returning
Accumulated 15 hrs. or less before stopping out	31.0	11.5	15.2 / 12.7**	10.3 / 7.7**
Accumulated 16 hours or more before stopping out	38.9	10.7	15.3 / 9.6**	9.9 / 9.6**
Stopped out in fall after attending previous spring	38.4	10.6	13.5	8.1
Stopped out in spring after attending in fall	31.3	11.6	17.0	11.7

* -- See page 1 for definition of groups

COMPARISON OF STOPOUTS OVER VARIOUS TIME PERIODS

	1974-1976 Groups 1 - 8	1978 Group 9	1980-1981 Groups 10 and 11	1986 Group 12
Percent returning after stopping out	34.9	24.1	15.3	11.1
Average credit hours accumulated after returning	11.1	9.7	10.1	8.6
Number sampled	1,249	290	400	316

APPENDIX

- Cover Letter
- Survey Instrument

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067
312-397-3000

February/March 1988

Dear Former Student:

We are following many of the students who leave Harper at one time or another prior to accumulating 48 credit hours. We would like to know what you are now doing and your evaluation of Harper College.

In order for Harper to properly evaluate itself and continue to improve quality of service to students, it is essential to have good information on students who have attended the College. We would appreciate a few minutes of your time to complete the enclosed survey. Any information you supply will be kept strictly confidential. The number on the survey identifies you to our personnel only. When we receive your completed survey, this number enables us to remove your name from the mailing list so you will not be bothered with our second mailing of the survey or a follow-up telephone call.

We greatly appreciate your response to this questionnaire. A self-addressed, stamped envelope is enclosed for your convenience.

Sincerely,

Toni Flaherty

Toni Flaherty
Planning and
Institutional Research

jc
Enclosure

HARPER COLLEGE STUDENT FOLLOW-UP QUESTIONNAIRE

I. Which of the following best indicate why you enrolled at Harper? Check (x) one.

_____ A. To enroll in a baccalaureate oriented program in order to transfer to a four-year college (specify field _____
_____
_____ B. To enroll in a specific career program (specify)_____
_____
_____ C. To search for a major field of interest
_____ D. To take courses for general interest
_____ E. For retraining or refresher purposes
_____ F. Other (specify)_____
_____

II. Did you have a major field of study at Harper? Check (x) one.

_____ A. Yes (specify what it was)_____
_____ B. No - I did not need a major field
_____ C. No - I was searching for a major field

III. What is your present status?

_____ A. Employed full time but not enrolled in college.
_____ B. Employed full time and enrolled in college part time.
_____ C. Employed full time and enrolled in college full time.
_____ D. Enrolled in college full time and employed part time.
_____ E. Enrolled in college full time but not employed.
_____ F. Enrolled in college part time and employed part time.
_____ G. Employed part time but not enrolled in college.
_____ H. Enrolled in college part time but not employed.
_____ I. In the Armed Forces.
_____ J. Unemployed and not enrolled in college but seeking employment.
_____ K. A homemaker not employed nor enrolled in college
_____ L. Not employed nor enrolled in college for some other reason such as illness or in transition, etc.

IV. What is the principle reason your Harper education was interrupted? Check (x) one.

_____ A. Family responsibilities
_____ B. Job demand
_____ C. New job opportunity
_____ D. I have moved
_____ E. Personal problems
_____ F. Financial problems
_____ G. Illness or accident
_____ H. I saw no relationship between the courses and my personal, occupational or educational goals.
_____ I. The instructor(s) were ineffective
_____ J. Harper offered no further courses I wanted
_____ K. I transferred to another college
_____ L. I was not challenged
_____ M. Marriage
_____ N. I was inadequately prepared for course
_____ O. Courses were canceled or filled
_____ P. Became frustrated with program
_____ Q. Transportation problems
_____ R. I had taken all courses I originally wanted to take
_____ S. Still attending Harper
_____ T. Other _____

V. What are your present educational goals? Check (x) one.

_____ A. Presently enrolled full time in a college or university - this includes Harper.
_____ B. Presently enrolled part time in a college or university - this includes Harper.
_____ C. Plan within the next year to return to college - this includes Harper.
_____ D. Plan to return to college some day.
_____ E. Presently enrolled in a specific training program.
_____ F. Have no plans at present to continue my education.
_____ G. Educational plans are unknown at this point.

VI. How would you describe Harper's greatest educational value to you? Check (x) all which apply.

_____ A. It is of benefit to me on my job.
_____ B. It will help me if I resume my education.
_____ C. It is helping me now at the new college I am attending.
_____ D. Harper has helped me gain a greater appreciation of life.
_____ E. It is of little or no benefit to me.

EMPLOYMENT ITEMS

If you are employed full or part time, please answer the following items: If not, skip to item 17.

Name of Employer_____
Address of Employer_____
_____
_____
Job Title_____

VII. Describe your present job/position.

_____ A. Temporary job until I finish my education
_____ B. Temporary job until another goal is reached
_____ C. Permanent job/position.

VIII. Are you self-employed?

_____ A. Yes - full time
_____ B. Yes - part time
_____ C. No

IX. How would you classify your present occupation? Check (x) one.

_____ A. Social or Religious
_____ B. Educational
_____ C. Legal, Governmental or political
_____ D. Sales
_____ E. Business or Finance
_____ F. Scientific
_____ G. Engineering/Related Tech.
_____ H. Retail Store Sales
_____ I. Unskilled labor/custodial
_____ J. Computer Field
_____ K. Police/Fire/Security
_____ L. Communications or Entertainment
_____ M. Medical Fields
_____ N. Arts or Humanities
_____ O. Trades
_____ P. Factory Semiskilled
_____ Q. Office or Clerical
_____ R. Food Service
_____ S. Transportation
_____ T. Agricultural or Environmental
_____ U. Other (specify)_____
_____

X. Which of the following items best describes your employment status?

_____ A. Unskilled Labor
_____ B. Semiskilled Labor
_____ C. Technician, Skilled Labor or Foreman
_____ D. Beginning Professional
_____ E. Experienced Professional or Second Line Supervision
_____ F. Scientist, Researcher or Upper-Middle Management
_____ G. Vice-President Level or Higher

XI. How related is your present job to your major field and what you prepared for at Harper?

_____ A. They are identical

_____ B. They are closely related

_____ C. They are somewhat related

_____ D. They are not related

XII. How well did Harper prepare you for your job? Check (x) the appropriate column for each item.

Preparation	Harper Helped Me Considerably	Harper Helped Me Somewhat	Harper Did Not Help Me At All
Specific Job Knowledge	_____	_____	_____
Technical Job Skills	_____	_____	_____
Communication Skills	_____	_____	_____
Written Communication Skills	_____	_____	_____
Verbal Communication Skills	_____	_____	_____
Person to Person Communication Skills	_____	_____	_____
Managerial Skills	_____	_____	_____
Maturity and Self Confidence	_____	_____	_____
Job Search Skills	_____	_____	_____
Other (specify)_____	_____	_____	_____

_____

XIII. To what extent do you manage or supervise the work of other people? Check (x) one.

_____ A. Supervise or manage the work of over 20 people
_____ B. Supervise or manage the work of 11-20 people
_____ C. Supervise or manage the work of 5-10 people
_____ D. Supervise or manage the work of 1-4 people
_____ E. Occasionally am a team leader or supervise some people
_____ F. Never supervise or manage the work of others

XIV. What is your salary range? If you are employed part time, please circle your hourly rate of pay.

_____ A. Under $7,000 per year or $3.36 per hour
_____ B. $ 7,000 - $ 8,999 per year or $ 3.37 - $ 4.32 per hour
_____ C. $ 9,000 - $ 9,999 per year or $ 4.33 - $ 4.80 per hour
_____ D. $10,000 - $11,999 per year or $ 4.81 - $ 5.76 per hour
_____ E. $12,000 - $14,999 per year or $ 5.77 - $ 7.20 per hour
_____ F. $15,000 - $19,999 per year or $ 7.21 - $ 9.61 per hour
_____ G. $20,000 - $24,999 per year or $ 9.62 - $12.02 per hour
_____ H. $25,000 - $29,999 per year or $12.03 - $14.42 per hour
_____ I. $30,000 - $39,999 per year or $14.43 - $19.22 per hour
_____ J. $40,000 - $49,999 per year or $19.23 - $24.03 per hour
_____ K. Over $50,000 per year or $24.03 per hour

XV. In what geographic area do you work? Check (x) one.

_____ A. Downtown Chicago
_____ B. Outer fringes of Chicago city limits
_____ C. Northwestern Suburban Area (Barrington, Schaumburg Hoffman Estates, Rolling Meadows, Palatine, Mt. Prospect, Arlington Hgts. Prospect Hgts., Wheeling, Buffalo Grove, Elk Grove)
_____ D. Other Chicago area suburbs
_____ E. Within 49 - 100 miles of Chicago
_____ F. In Illinois, more than 100 miles from Chicago
_____ G. Outside of Illinois - Please Specify:

XVI. How did you find your job? Check (x) one.

_____ A. The coordinator of my program helped me find it.
_____ B. Another faculty member helped me
_____ C. A friend or relative helped me
_____ D. The Illinois Job Service Office helped me find it.
_____ E. Newspaper ads
_____ F. Private employment agency
_____ G. Placement Office of another college or high school
_____ H. Found the job on my own
_____ I. Working on the same job which I had when enrolled at Harper
_____ J. Internship Program at Harper
_____ K. Through temporary employment service
_____ L. Found job through another source (specify)_____

_____

EDUCATION ITEMS

If you are presently enrolled in a college or university, please answer the following questions. Otherwise skip directly to item XXIV.

XVII. In which college or university are you enrolled?

_____ A. Northern Illinois
_____ B. University of Ill./Circle
_____ C. University of Ill./Champaign
_____ D. Western Illinois
_____ E. Southern Illinois
_____ F. Harper College
_____ G. Bradley
_____ H. Illinois State
_____ I. Loyola
_____ J. Roosevelt
_____ K. Northeastern Illinois
_____ L. Eastern Illinois
_____ M. Ill. Inst. of Technology
_____ N. DePaul
_____ O. Elmhurst
_____ P. Other (specify):

XVIII. Which of the following best describes your status?

_____ A. Freshman
_____ B. Sophomore
_____ C. Junior
_____ D. Senior
_____ E. Graduate School
_____ F. Professional School
_____ G. Other (specify):

XIX. What is your major field presently?

_____ A. Agriculture & Conservation
_____ B. Architecture
_____ C. Art
_____ D. Biological Science
_____ E. Business
_____ F. Education
_____ G. Engineering
_____ H. English/Literature/Speech
_____ I. Home Economics
_____ J. Humanities & Liberal Arts
_____ K. Language
_____ L. Law
_____ M. Mathematics
_____ N. Medical Field
_____ O. Music
_____ P. Physical Education and Recreation
_____ Q. Physical Science
_____ R. Psychology
_____ S. Other Social Science
_____ T. Journalism
_____ U. Computer Science
_____ V. Food Service
_____ W. Undecided
_____ X. Other (specify)_____
_____

XX. How related is your present major to your major at Harper? Check (x) one.

_____ A. They are identical

_____ B. They are closely related

_____ C. They are somewhat related

_____ D. They are not related

XXI. What portion of the courses which you took at Harper College were you able to transfer? If you do not know for sure, make the best guess you can. Check (x) one.

_____ A. 0 - 20 percent
_____ B. 20 - 40 percent
_____ C. 40 - 60 percent
_____ D. 60 - 80 percent
_____ E. 80 - 90 percent
_____ F. All but 2 or 3 courses
_____ G. All but one course
_____ H. Transferred all courses

XXII. What is your approximate cumulative grade point average on a 4.0 basis at the college you now attend? Check (x) the closest GPA.

"A" — _____ 4.0 _____ 3.8 _____ 3.6 _____ 3.4 _____ 3.2

"B" — _____ 3.0 _____ 2.8 _____ 2.6 _____ 2.4 _____ 2.2

"C" — _____ 2.0 _____ 1.8 _____ 1.6 _____ 1.4 _____ 1.2

"D" — _____ 1.0 _____ Less than 1.0

EVALUATION ITEMS

XXIII. Please note the following aspects of college as you know them while at Harper College. Place the appropriate number on the blank preceding the aspect.

1 - Excellent
2 - Very Good
3 - Average
4 - Borderline Effectiveness
5 - Poor or Ineffective
6 - No Basis for Rating the Aspect

_____ A. Teaching Faculty
_____ B. Course Selection
_____ C. Admissions Program
_____ D. Records and Registration
_____ E. Student Activities (lectures, concerts, clubs, special events, student government, student publications, game area
_____ F. Financial Aid Office
_____ G. Health Service
_____ H. Counseling
_____ I. Illinois Job Service
_____ J. Intercollegiate Athletics
_____ K. Food Service
_____ L. Intramurals
_____ M. Learning Resource Center
_____ N. Learning Atmosphere
_____ O. Other Students
_____ P. Veteran's Office
_____ Q. Tutor Services/Study Skill Improvement Courses
_____ R. Woman's Program
_____ S. Remedial/Develop. Courses
_____ T. Hearing Impaired Services
_____ U. Disabled/Handicapped Serv.
_____ V. Human Potential Course
_____ W. Career Planning and Development Course
_____ X. Workshops or Special Programs sponsored by Student Development

XXIV. Which type of courses taken at Harper have been of MOST BENEFIT to you on the job, in college, or in the community? Check (x) all those that apply. If not applicable, leave blank.

_____ A. Accounting
_____ B. Architecture
_____ C. Art
_____ D. Baking
_____ E. Banking
_____ F. Biology
_____ G. Career Planning/Development
_____ H. Child Development
_____ I. Clerical
_____ J. College Survival Skills
_____ K. Cooking
_____ L. Criminal Justice
_____ M. Data Processing
_____ N. Dental Hygiene
_____ O. Dietetic Technician
_____ P. Education
_____ Q. Electronics
_____ R. English
_____ S. Fashion Design
_____ T. Fire Science
_____ U. Food Service
_____ V. General Business
_____ W. Heating Service
_____ X. History
_____ Y. Human Potential Seminar
_____ Z. Industrial & Retail Security
_____ AA. Interior Design
_____ BB. Journalism
_____ CC. Legal Secretary
_____ DD. Legal Technology
_____ EE. Marketing
_____ FF. Material Management
_____ GG. Mathematics
_____ HH. Mechanical Drafting
_____ II. Mechanical Engineering
_____ JJ. Medical Lab Technician
_____ KK. Medical Office Asst.
_____ LL. Municipal & Govt. Mngt.
_____ MM. Nursing
_____ NN. Operating Room Tech.
_____ OO. Park & Grounds Mngt.
_____ PP. Philosophy & Humanities
_____ QQ. Physical Science
_____ RR. Physical Education
_____ SS. Political Science
_____ TT. Psychology
_____ UU. Real Estate
_____ VV. Refrigeration/Air Cond.
_____ WW. Remedial/Development
_____ XX. Secretarial Science
_____ YY. Word Processing

XXV. Which type of courses taken at Harper have been of LEAST BENEFIT to you on the job, in college, or in the community? Check (x) all those that apply. If not applicable, leave blank.

_____ A. Accounting
_____ B. Architecture
_____ C. Art
_____ D. Baking
_____ E. Banking
_____ F. Biology
_____ G. Career Planning/Development
_____ H. Child Development
_____ I. Clerical
_____ J. College Survival Skills
_____ K. Cooking
_____ L. Criminal Justice
_____ M. Data Processing
_____ N. Dental Hygiene
_____ O. Dietetic Technician
_____ P. Education
_____ Q. Electronics
_____ R. English
_____ S. Fashion Design
_____ T. Fire Science
_____ U. Food Service
_____ V. General Business
_____ W. Heating Service
_____ X. History
_____ Y. Human Potential Seminar
_____ Z. Industrial & Retail Security
_____ AA. Interior Design
_____ BB. Journalism
_____ CC. Legal Secretary
_____ DD. Legal Technology
_____ EE. Marketing
_____ FF. Material Management
_____ GG. Mathematics
_____ HH. Mechanical Drafting
_____ II. Mechanical Engineering
_____ JJ. Medical Lab Technician
_____ KK. Medical Office Assistant
_____ LL. Municipal & Govt. Mngt.
_____ MM. Nursing
_____ NN. Operating Room Tech.
_____ OO. Park & Grounds Mngt.
_____ PP. Philosophy & Humanities
_____ QQ. Physical Education
_____ RR. Physical Science
_____ SS. Political Science
_____ TT. Psychology
_____ UU. Real Estate
_____ VV. Refrigeration/Air Cond.
_____ WW. Remedial/Development
_____ XX. Secretarial Science
_____ YY. Word Processing

XXVI. Are there courses which had they been included in your curriculum, would have benefited you now, in your job, in college, or in your community?

XXVII. Was the Learning Resource Center (first and second floor, F Building) of help to you while attending Harper? Check (x) all those that apply.

_____ A. I very seldom or never used the Center.
_____ B. I found the Center a good place to study.
_____ C. It was easy to find and check out almost all the books needed.
_____ D. The audio-visual material available in the media section was very helpful.
_____ E. I had trouble getting much of the material needed. (Explain)

_____ F. Other_____

STUDENT GOALS AND SERVICES

XXVII. Did you change your educational or vocational goals as a result of attending Harper?

_____ A. Yes
_____ B. Maybe
_____ C. No
_____ D. How Many Times?

If you made changes, describe their nature. Check (x) one.

_____ A. It was a shift to a completely different field.

_____ B. It was a shift to a related field.

_____ C. Combination of A and B

Also, if you made changes, check (x) what services you used in making this change.

_____ A. Counseling
_____ B. Career & Life Planning Center
_____ C. Illinois Job Service Office
_____ D. Faculty Member
_____ E. Specific Courses
_____ F. Outside Professional
_____ G. No services were used
_____ H. Other (specify):

XXIX. Check which student activities or non-classroom experiences were of MOST BENEFIT to you. If not applicable, leave blank.

_____ A. Guest Speaker
_____ B. Concerts
_____ C. Films
_____ D. Clubs
_____ E. Intramural Sports
_____ F. Varsity Athletics
_____ G. Harbinger
_____ H. Radio Station/WHCM
_____ I. Mini Courses
_____ J. Human Potential Seminars
_____ K. Point of View
_____ L. Field Trips
_____ M. Studio Theater
_____ N. Student Senate, Program Board, etc.
_____ O. Band, Orchestra, Choral
_____ P. Pom-pon Squad
_____ Q. Peer Counseling
_____ R. Other (Specify):

XXX. Check which student activities or non-classroom experiences at Harper were of LEAST BENEFIT to you. If not applicable, leave blank.

_____ A. Guest Speaker
_____ B. Concerts
_____ C. Films
_____ D. Clubs
_____ E. Intramural Sports
_____ F. Varsity Athletics
_____ G. Harbinger
_____ H. Radio Station/WHCM
_____ I. Mini Courses
_____ J. Human Potential Seminars
_____ K. Point of View
_____ L. Field Trips
_____ M. Studio Theater
_____ N. Student Senate, Program Board, etc.
_____ O. Band, Orchestra, Choral
_____ P. Pom-pon Squad
_____ Q. Peer Counseling
_____ R. Other (specify):

XXXI. Did you use academic advising services at Harper in making your educational plans? Check (x) one.

_____ A. Yes
_____ B. No
If YES, was the advising received from a counselor helpful? Check (x) one.
_____ C. Yes (Explain)_____

_____

_____ D. No (Explain)_____

_____

XXXII. Did you receive academic advising services from a faculty member? Check (x) one.

_____ A. Yes
_____ B. No
If YES, was the advising received from a faculty member helpful? Check (x) one.
_____ C. Yes (Explain)_____

_____

_____

_____ D. No (Explain) _____

_____

_____

XXXIII. How do you feel about the Financial Aid Office? Check (x) those appropriate.

_____ A. I did not require or qualify for any financial aid.
_____ B. I might have qualified for financial aid, but I never got around to applying for it.
_____ C. I applied for financial aid but was turned down. I was very dissatisfied with the operation of the Financial Aid Office.
_____ D. I applied for financial aid but was turned down. However, I was reasonably satisfied with the performance of the Financial Aid Office.
_____ E. I received financial aid, but I was not satisfied with the performance of the Financial Aid Office.
_____ F. I received financial aid, and was very satisfied with the performance of the Financial Aid Office.
_____ G. The Financial Aid Office at Harper helped me secure financial aid at the institution I am now attending.

ACADEMIC COMPUTER USAGE

XXXIV. Have you ever used computer terminals or a micro computer at Harper in conjunction with a course? Check (x) one.

_____ A. Yes - Often
_____ B. Yes - A few times
_____ C. No - Never

XXXV. If you have used a micro or terminals, check (x) the locations you have used.

_____ A. Mainframe terminals in Building I
_____ B. Word Processing micros in Building I
_____ C. Micro lab in Building I
_____ D. Micro lab in Building J
_____ E. Instructional computer terminals in Building D
_____ F. Micro computer lab(s) at the Northeast Center
_____ G. CAD/CAM Center in Building H
_____ H. Other CAD related lab in Building H
_____ I. Micro computers elsewhere (Specify):

XXXVI. In which courses have you used micro computers or computer terminals? Check (x) all those that are appropriate.

_____ A. Data Processing
_____ B. Physics
_____ C. Chemistry
_____ D. Word Processing
_____ E. Math or Statistics
_____ F. Engineering Tech
_____ G. Electronics
_____ H. Music
_____ I. Other (Specify):

XXXVII. Have you had any problems using or getting access to the microcomputers or computer terminals while at Harper College?

_____ A. NO
_____ B. YES (Specify type of problem):

XXXVIII. Has using the computer or the terminals helped you in your present situation?

_____ A. Yes, it has helped me (explain)

_____ B. No, it has not helped me (explain)

_____ C. I did not use the computer or terminals at Harper.

HARPER EXPERIENCES

XXXIX. How many hours did you work per week while attending Harper? Check (x) one.

_____ A. I did not work
_____ B. 1 to 5 hours
_____ C. 6 to 10 hours
_____ D. 11 to 15 hours
_____ E. 16 to 20 hours
_____ F. 21 to 15 hours
_____ G. 26 to 30 hours
_____ H. Over 30 hours

XL. What was the relationship of this work to your major academic field at Harper? Check (x) one.

_____ A. It was identical
_____ B. It was closely related
_____ C. It was somewhat related
_____ D. It was completely unrelated

XLI. How many hours per week did you spent in co-curricular student activities such as student publications, government, clubs, etc.? Check (x) one.

_____ A. I did not participate
_____ B. 1-3 hours per week
_____ C. 4-7 hours per week
_____ D. 8-12 hours per week
_____ E. Over 12 hours per week

XLII. How many hours per week did you spend informally - such as socializing in the cafeteria or lounge, playing cards or pool, etc.? Check (x) one.

_____ A. Less than one hour
_____ B. 1-6 hours
_____ C. 7-12 hours
_____ D. 12-20 hours
_____ E. Over 20 hours

XLIII. Describe what you personally gained most from your experiences at Harper College.

XLIV. Make any comments you wish to make concerning Harper College.

THANK YOU for responding to this survey.

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